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ABSTRACT

Intended for above average students in grades 4-6, this unit contains student materials and teacher's guide for three sequential lessons on the economic concepts of specialization and division of labor. The units are presented in story form accompanied by cartoon illustrations. In section one students distinguish between goods and services and examine the concept of bartering. Students fill out worksheets on goods and services they used during the week, interview parents and grandparents about their perceptions of luxuries, and make a glossary of relevant terms. Section two examines advertising and the theory of supply and demand. Students fill out charts on sources of advertising, do a class survey of toothpaste brands used, and chart resource needs, probable consumers, and possible jobs created by certain products or services. In section three students analyze the advantages of specialization and identify levels of jobs according to education and training needed. Activities include designing an assembly line. Each section contains a self-check capsule and a pre- and posttest. The teacher's guide lists objectives and materials needed and provides reproducible worksheets and tests with keys. (KC)

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"A HUMBUG APPROACH TO ECONOMICS"

DIVISION OF LABOR-SPECIALIZATION

TEACHER'S GUIDE

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

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TEACHER'S GUIDE

A HUMBUG APPROACH TO ECONOMICS

DIVISION OF LABOR - SPECIALIZATION

BY JUDY HUMBURG

TEACHER'S GUIDE

TABLE OF CONTENTS

Why Use the Humbug	1
Package Resume	2
Objectives	4
Prerequisite Skills	5
Materials Needed	6
Supplies the Students Will Need	7
Special Instructions/Suggestions	8
Directions for Administering Pretest and Posttest	10
Summary of Pretests	11
Summary of Posttests	14
Summary of Self Checks	17
Directions for Using Teacher Records	20
Directions for Progress Sheet	21
Activities Without Worksheets	22
Summary of Activities	23
Keys to Self Checks	34
Keys to Worksheets	39
Keys to Pretests	50
Keys to Posttests	56
Bibliography	62
Thank You	63

INTRODUCTION: THE TEACHER'S GUIDE

One of the main goals of economic education is to help children become responsible adults. They need to make wise choices and realize that every time they buy a product or service, they are casting a vote for that product or service. Too many adults have received a formal education which did not include a course in economics. Many educators are finding their own backgrounds lacking in the necessary economic understandings which are necessary in order to teach economic concepts. It is a myth that economics should only be taught at the upper grade levels.

This learning capsule is an attempt to enhance some teachers and teach some students about one small area in economics. This capsule uses the "Humbug" as an approach to curbing economic illiteracy in upper elementary school.

The author hopes this capsule will stimulate you, as a teacher, to make economics an important part of your curriculum, as well as stimulate your students to want to get involved in this world of goods and services.

PACKAGE RESUME FORM

TITLE: "A HUMBUG APPROACH TO ECONOMICS"

AUTHOR: JUDY HUMBURG

ABSTRACT - This package includes three sequential learning capsules for the field of economics. Each capsule relies on information presented in sequence. The capsules are designed to give the students an understanding of one small area of economics called division of labor and specialization, as well as basic economic terms. Each capsule will provide about 4-6 hours of instructional time, depending upon how involved the student wishes their activities to be.

The capsules were written for students in grades 4-6 who are reading about one to two years above grade level. For this reason, the capsules are suggested for good readers and will work well as enrichment activities for gifted students. A story using a little "Humbug" acts as the basic resource activity for each capsule and requires a great deal of reading. The story and illustrations tend to be juvenile in nature, but the activities and worksheets are not. Teachers may use their own discretion and vary the activities for students in grade 4 as he or she chooses, but will need to revise the directions accordingly.

The primary idea is to show students that specialization and division of labor enhance our lives, as well as increase productivity. Before this may be accomplished, the student needs to build their basic understanding of economic terms.

It is important that the capsules be accomplished in sequence.

Secondary ideas contained in the package are:

Capsule 1 - Bartering created an awareness of goods and services.

Capsule 2A- Awareness of goods and services leads to a demand for goods and services.

Capsule 2B- Demand for a product produces a need for increased productivity.

Capsule 3 - Increased productivity leads to specialization and division of labor.

OBJECTIVES

CAPSULE 1:

A. Distinguish between goods and services.

B. Identify goods and services which must be paid for and those which may be bartered.

C. Recognize that bartering, as a way of getting goods and services, was a method used more in the past.

CAPSULE 2:

A. List different ways companies advertise their goods and services.

B. Verbalize different ways your favorite product has been advertised.

C. Apply the fact that when you want certain goods or services, you are creating a demand for them.

D. Analyze the supply and demand theory for a product by the price you pay and how many you see in stores.

CAPSULE 3:

A. Predict that when work is divided and people specialize in one job, goods and services will be done better and faster.

B. Recognize that specialization allows greater happiness in workers when they do what they do best.

C. Relate yourself buying a product or service to the word consumer.

D. Identify jobs which require more training and receive more money for the goods and services they provide.

The three capsules are designed for excellent readers in grades 4-6. The student should possess the following skills:

1. Be able to use a classroom dictionary or derive a meaning from written material.
2. Research skills for library media.
3. Communication skills for telephone, writing letter, interviewing people.
4. Creativity and imagination for art and writing.
5. Fine motor skills for stenciling, glueing, cutting.
6. Organizational skills for writing, charts, papers, and initiative to follow through.
7. Peer acceptance is helpful for some activities, but not necessary.
8. Ability to follow directions.

CREATE A BUG CENTER:

1. Box for students' work and worksheets. Use contact paper or tempra paint to cover a large box. This box will be used to keep folders for students' work and worksheets. I have included patterns for bugs you may use to decorate the box or put on the walls for decoration.

2. Containers for supplies. Use contact paper or tempra paint to cover additional boxes or coffee cans which will hold the supplies the students need for their activities.

3. Folders. You will need expandable file folders for each student as well as manila folders for worksheets. Have one special folder or box marked "Bug Work-to be graded". This is where they will put their work for you to see, evaluate, and record before it is displayed or returned to their individual folders. It should be convenient for you and could possibly even be a "tote bag" if you like to view work at home.

4. Progress charts. Each child should have their own progress sheet stapled in their folder or displayed in the room. Have these in a folder for each capsule and then let the students know where you want them kept. They need to be very accessible to the students.

5. Teacher records. Enough copies should be run off for each student and kept in one notebook or folder for your use. This is where your records of their progress will be kept, as well as any grading you do.

SUPPLIES THE STUDENTS WILL NEED:

CAPSULE 1:

1. Worksheet #1, Worksheet #2 in a folder.
2. Section 1 of story
3. Supplies. Large sheets of a light colored construction paper or tagboard, black flairs or markers, ruler, stencils, glue, scissors, lick and stick stars, old magazines, lunch sacks, various colors of yarn, magic markers, notebook paper, pencil, dictionaries.
4. Optional. various pamphlets or library books on banking, money, and/or a set of encyclopedias.

CAPSULE 2:

1. Section 2 of story
2. Copies of Worksheets #3, #4, #5, #6
3. Supplies. pencil, various colors of flairs, pencils or crayons, brown paper sacks, various colors of yarn, glue scissors, graph paper and dictionary.

CAPSULE 3:

1. Section 3 of story
2. Copies of Worksheets #7, #8, #9
3. Supplies. Large pieces of butcher paper or tagboard, magic markers, pencils, white ditto paper, brads, large sheets of construction paper, notebook paper.

SPECIAL INSTRUCTIONS/SUGGESTIONS

This learning capsule uses a short story about "The Humbug" as the basic resource material. All activities needed are included in the capsule in hopes the capsule will be more useful to you in your classroom. If your library is equipped with various books, cassettes, filmstrips, magazines, film loops, etc., these will only prove to enhance this capsule. You can easily incorporate them as required or optional activities for your students.

The short story is written so that the reading level will be appropriate for excellent readers in grades 4-6. Hopefully, interest and illustrations will carry over any readers which find the reading level too easy, as well as the activities which follow each chapter.

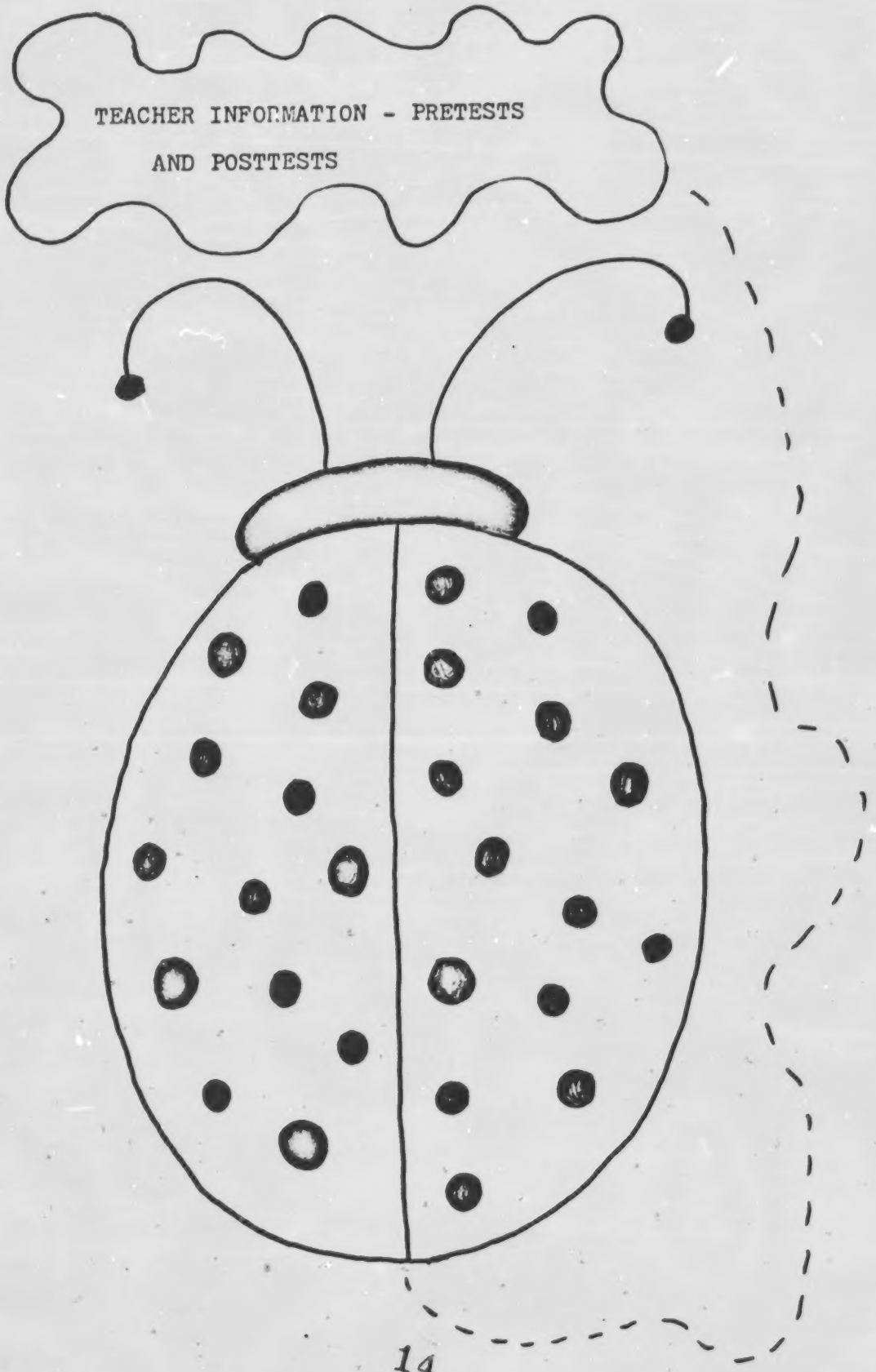
I have suggested that all work be kept in the student's individual folder after grading, but will be put in the "to be graded" folder until you see it. This will keep all work easily accessible to you and to the student. The folders may be kept in a box at the back of the room. This will be handy for you to put your hands on the folders, as well as protecting the work from getting lost. As activities are turned in, you will find many to display or expand into bulletin board ideas.

At the end of each chapter, I have included a self check so the student may be sure of progres before progressing further.

I have mentioned a cutoff score before progressing, and have asked the child to bring the test to you if the cutoff score was not achieved. Many times the child will be able to explain answers and find out he or she was correct in their own way. Clearing up the misunderstanding is all they need before proceeding. If the child is totally off base, you can determine a course of action--reread, a filmstrip, tutoring by another child who has been through the three capsules.

I would suggest starting three or four of your top students on the learning capsule, and then feeding more into it as the beginning three or four have progressed. You will be able to use feedback from the original four as to how to proceed with your remaining students. A teacher record sheet and evaluation sheets are included for grading purposes.

Make sure if you have them use a dictionary for the glossary that the dictionary contains the vocabulary. The story, Bug Talk and the worksheets do contain definitions. This is a skill which is needed.


TEACHER INFORMATION - PRETESTS
AND POSTTESTS

DIRECTIONS FOR ADMINISTERING PRETEST AND POSTTEST

The pretest should be given before any reading or activities are started. Should a child get every question right, they should take the posttest the next day to insure every concept is understood. Then a better decision may be made as to whether the child knows each concept.

If a child does, in fact, know all questions in Capsule 1, it is suggested the student still read the complete story of the "Humbug" and "Bug Talk". Many things introduced in Capsules 2 and 3 rely on part of the story in Capsule 1 and reinforced in Bug Talk.

If the child does not score well, then the capsule may be used as it is. If a child misses one or two, you may wish to point out specific activities, but not all activities. I don't feel the activities will be a waste of time unless a child has successfully pretested correctly on all items, and could orally answer most items on the worksheets. This would be a decision only you and the student could make.

Before taking the posttests, I have included a self check. The student should do the self check which will refresh their mind before taking the final test and grade them before bringing them to you. Only you will have keys to the posttest and should grade that paper.

If a child scores well on the posttest and has time remaining, then then "quest" activity is designed for this student. If a student is doing the best he or she can to finish by a due date, then they don't need the quest. It is simply included as an enrichment activity.

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Pretest #1 pretests 11 students on their understanding of goods, services, bartering, creating an awareness.

HUM-1 PRETEST-CAPSULE #1

Date_____ Name_____

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-8. Write the word in the blank before the number of each question.

_____1. Goods are something you do for other people.

_____2. The local telephone company provides a service for our community.

_____3. Buying a book for $1.00 is an example of bartering.

_____4. You may barter at the grocery store, if you buy at least $10.00 worth of groceries.

_____5. Years ago, many people bartered for the goods and services they needed.

_____6. A necessity is an expensive fruit you buy at the grocery store.

_____7. A luxury is something you would like to have.

_____8. John agreeing to rake leaves for Sam, if Sam painted John's model car is an example of bartering.

Choose the best answer and write the letter of the answer in the blank before each question.

_____9. To provide a service for other people, we must:

a. Join the Navy
b. Clean up our room
c. Attend a school play
d. Do something to help others
e. All of the above

_____10. If you tell someone about a product, you are:

a. Bartering the product
b. Gossiping about someone
c. Creating an awareness of the product
d. Telling on someone
e. All of the above

_____11. When you barter, you:

a. Exchange goods and services
b. Buy a product and give it away
c. Fix a broken toy
d. Exchange a broken toy
e. All of the above

_____12. An example of a service is:

a. Mowing lawns
b. Fixing broken television sets
c. Cleaning houses and apartments
d. Showing professional football games on television
e. All of the above

_____13. An example of a luxury for many of us is:

a. A sack lunch
b. Mowing the grass
c. Notebook paper
d. A fancy 10-speed bicycle
e. All of the above

_____14. Necessities are:

a. Things we dream about having
b. Things we need in order to live
c. Things we only buy on Sunday
d. Things we forgot to buy for a birthday party
e. All of the above

_____15. Luxuries are:

a. Not the same for everyone
b. Different than they were 50 years ago
c. Usually cost more than necessities
d. Are not necessary in order to live
e. All of the above

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Pretest #2 pretests [12] students on their understanding of methods of advertisement, demand, supply, possible products, impulse buying.

HUM-2 PRETEST-CAPSULE #2

Date_____ Name_____

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-10. Write the word in the blank before the number of each question.

_____1. You may be aware of a product because a friend tells you about it.

_____2. A product Pete's Pet Store might sell would be dog collars.

_____3. You can tell a friend about a movie and this would be called bartering.

_____4. Companies create an awareness of goods and services they produce by advertising them.

_____5. Impulse buying is when you take your pulse as you are buying a product.

_____6. Productivity means to buy a product.

_____7. Supply and demand are always the same.

_____8. If a store is out of a product that means the supply was always great.

_____9. Stores all carry the same supply of a product.

_____10. Companies depend on advertising to sell their goods and services.

Choose the best answer and write the letter of the answer in the blank before each question.

_____11. Possible products sold at a shoestore are:

a. Shoes and boots
b. Socks and hose
c. Shoe polish
d. Purses and belts
e. All of the above

_____12. A product which has little demand is:

a. Bubblegum
b. Bread
c. Pink tennis shoes
d. Winter coats
e. All of the above

_____13. You help the demand for a product when you:

a. Buy it
b. Throw it away
c. Talk to it
d. Put it in a drawer
e. All of the above

_____14. Advertising:

a. Creates an awareness of products
b. Increases a demand for a product
c. Is expensive for companies
d. Gets you and me to buy products
e. All of the above

_____15. When gold and silver are very expensive, we say:

a. The supply is very good
b. There is little supply and the price is high
c. The price is not very high
d. Everyone has the money so they buy them
e. All of the above

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HUM-3 PRETEST-CAPSULE #3

Date_____ Name_____

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-10.
Write the word in the blank before the number of each question.

_____1. Specialization means you buy only products which are special to you.

_____2. Products needed to make other products are called resources.

_____3. A consumer is a person who uses or buys a product and service.

_____4. Division of labor lets one person do all the work.

_____5. Work is done better and faster when specialization is used.

_____6. When a company wants to produce more, it fires more people.

_____7. Division of labor means you divide a number by six.

_____8. Resources are not necessary to make products.

_____9. By using division of labor, a company provides more jobs.

_____10. Every consumer buys the same products.

Choose the best answer and write the letter of the answer in the blank before each question.

_____11. A doctor should receive a higher salary than a babysitter because:

a. He's taller
b. He's more trained
c. He eats more
d. He has children
e. All of the above

_____12. Doing certain work is called:

a. Productivity
b. Consumer
c. Specialization
d. Luxury
e. All of the above

HUM-3 PRETEST-CAPSULE #3
Page 2

_____13. Each person in the United States is a:

a. Producer
b. Demand
c. Consumer
d. Supply
e. All of the above

_____14. A person who goes to college or gets a great deal of training:

a. Should get a higher salary
b. Is specialized
c. Is happier when he uses his training
d. Helps provide the goods and services we use
e. All of the above

_____15. When supply is great:

a. The demand will be high
b. The demand will be low
c. The demand will never change
d. The demand is great too
e. All of the above

Pretest #3 pretests 13 students on their understanding of specialization, resources, consumer, division of labor.

Posttest #1 tests students on their understanding of services, goods, necessities, bartering, luxuries, produce. 14

MUM-1 POSTTEST-CAPSULE #1

Date_____ Name_____

Teacher_____ Grade_____

I. Matching-choose the correct answer. There will be one answer you will not use. Place the letter of the correct answer in the blank.

_____1. Exchanging goods and services

_____2. Something we would like to have

_____3. Something we do for other people

_____4. Something we need in order to live

_____5. Something we use so we buy it

A. Service
B. Necessity
C. Bartering
D. Luxury
E. Goods
F. Produce

II. True or False. Write out the word "true" or "false" for questions 6-12. Write the word in the blank before the number of each question.

_____6. A service is something you serve people to eat.

_____7. Going to the local movie theater is an example of bartering.

_____8. During the "Pioneer Days", many people bartered for goods and services they needed.

_____9. When you buy a package of gum which has baseball cards in it, you can barter with the store.

_____10. An example of a luxury for most people is a trip around the world.

_____11. A necessity is something which comes once a year.

_____12. Today, many people barter for the goods and services they want.

GO ON TO THE NEXT PAGE

MUM-1 POSTTEST-CAPSULE #1
Page 2

III. Multiple Choice. Choose the best answer and write the letter of the answer in the blank before each question.

_____13. Laurie babysat for her neighbor's cat over the weekend. The neighbor made Laurie a batch of her favorite cookies in exchange. This is an example of:

a. Bartering
b. Goods
c. Service
d. Luxury
e. All of the above

_____14. Certain goods and services which we need in order to live are called:

a. Luxuries
b. Necessities
c. Bartering
d. Resources
e. All of the above

_____15. When you tell a friend about a new toy you just bought, you are:

a. Advertising the toy
b. Creating an awareness of the toy
c. Creating a demand for the toy
d. Saying the toy is a good one
e. All of the above

HUM-2 POSTTEST-CAPSULE #2

Date_____ Name_____

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-6.
Write the word in the blank before the number of each question.

_____1. You are aware of a product by watching TV.

_____2. A possible product a local plastics company might make are plastic bottles for shampoo.

_____3. It is possible to advertise a product when you tell a friend about it.

_____4. There are only two ways to advertise a product.

_____5. Impulse buying is when you buy something without giving it much thought.

_____6. Television gives free commercials for every company.

Choose the best answer and write the letter of the answer in the blank before each question.

_____7. Productivity means:

a. Buying products
b. Selling products
c. How much of a product a company is producing
d. Products sitting on a shelf
e. All of the above

_____8. Stores sell:

a. Some of the same products
b. Not the same amount of products
c. And carry different products
d. And specialize in some products
e. All of the above

_____9. Demand for a product depends upon:

a. How much of it there is to buy
b. How many people make it
c. How much people want to buy it
d. How many people are buying it
e. All of the above

Posttest #2 tests 15 students on their understanding of methods of advertising, productivity, demand, supply.

_____10. TV, radio, newspapers, word of mouth are all ways to:

a. Read
b. Play
c. Spend money
d. Advertise
e. All of the above

Choose the correct answer. There will be one answer you will not use. Place the letter of the correct answer in the blank.

_____11. Companies use it to tell about goods and services.

_____12. How much people want to buy products.

_____13. How much of a good is ready for people to buy.

_____14. How much of a product is being made.

_____15. Things which make our lives more comfortable.

A. Supply
B. Advertising
C. Productivity
D. Goods and Services
E. Demand
F. Luxury

Posttest #3 tests 16 students on their understanding of increased productivity, specialization, resource, division of labor, supply and demand, merit of salaries.

MUM-3 POSTTEST-CAPSULE #3

Date_____ Name_____

Teacher_____ Grade_____

Choose the best answer and write the letter of the answer in the blank before each question.

_____1. If a company increases productivity, it will:

a. Make more of a product
b. Sell more of a product
c. Need more people to make the product
d. Give more jobs to the community
e. All of the above

_____2. Specialization means:

a. Being treated nicely
b. Doing a certain job
c. Selling any product
d. Working with two people
e. All of the above

_____3. When you buy goods and services, you are a:

a. Producer
b. Specialist
c. Consumer
d. Supplier
e. All of the above

_____4. A product used to make another product is called:

a. Producer
b. Consumer
c. Commercial
d. Resource
e. All of the above

_____5. When a company uses division of labor, it:

a. Divides a number
b. Divides the work
c. Divides the cost
d. Divides the profit
e. All of the above

Write out the word "true" or "false" for questions 6-15.
Write the word in the blank before the number of each question.

_____6. Specialization means doing only one job and doing a job you do well.

_____7. Resources are needed before products can be made.

_____8. When you buy goods and services, you are a producer.

_____9. Consumers are people who buy goods and services.

_____10. When companies specialize and use division of labor, there is more productivity.

_____11. More training helps a person specialize.

_____12. Different people buy different products.

_____13. The more specialized you become, the more training you've had.

_____14. Higher salaries should be given to people who have more training if they do their job well.

_____15. Supply and demand for a product never changes.

Self Check #1 checks student understanding of the idea that "bartering created an awareness of goods and services".

7. What is a luxury? _____

_____

Take your Self Check to the "Bug Center" and grade it using the Key marked Self Check #1. Take it to your teacher. If she says "OK", then you're ready for your Posttest #1. File this paper in your folder, mark your progress sheet, and get your copy of Posttest #1.

HUM-1 SELF CHECK-CAPSULE #1

Date_____ Name_____

Teacher_____ Grade_____

Let's see how you are doing. Answer the following questions:

1. What do we call it when we exchange goods and services and don't pay people any money for them?

_____

2. Read each sentence and then decide whether you would need to pay money for the goods and services, or whether you could barter. Write the word "barter" or "money" in each of the blanks.

_____A. Nancy makes her sister's bed and her sister does the dishes for Nancy.

_____B. Mom came home with several sacks of groceries from Steve's Market.

_____C. Dad is flying to New York on the 2:00 P.M. Flight.

_____D. Johnny raked leaves while Dad fixed Johnny's bike.

_____E. Joe gave Sam 8 baseball cards and Sam gave Joe his favorite yoyo.

3. Think of what the company is most famous for doing or making. Use "goods" or "services" to fill in the blanks.

_____	U.S. Navy	_____	Sears
_____	TWA	_____	K.C. Chiefs
_____	YMCA	_____	Adidas

4. Could any of the above provide both a good and a service?

_____ Why? _____

5. What is the difference in paying money and bartering?

_____

_____

_____

6. What is a necessity? _____

_____

Self Check #2 checks student's understanding of the idea that (A) awareness of goods and services leads to a demand for goods and services and (B) demand for a product produces a need for increased productivity.

NUM-2 SELF CHECK-CAPSULE #2
Page 2

III. In questions 7-9, think very hard and fill in the blanks. You must think of the correct answers.

7-8. When _____ is up, the demand will be low. When demand is up, the _____ will be low.

9. This is called the law of _____ and _____.

Take your Self Check to the "Bug Center" and grade it using the Key marked Self Check #2. Take it to your teacher. If she says "OK", then you're ready for your Posttest #2. File this paper in your folder, mark your progress sheet, and get your copy of Posttest #2.

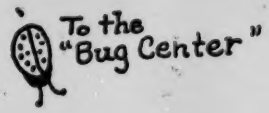
NUM-2 SELF CHECK-CAPSULE #2

Date_____ Name_____

Teacher_____ Grade_____

I. Draw a picture of four of five ways to advertise goods and services. Write the name of each way on the line under each.

1	2
3	4



II. Match the following: You will not use one of the answers. Place the letter of the correct answer in the blank.

_____1. Goods which are produced.
_____2. Person who uses goods and services.
_____3. To make more of a product.
_____4. How much of a product there is to buy.
_____5. Companies do this to tell people about goods and services they produce.
_____6. How much people want to buy goods and services.

a. Consumer
b. Luxury
c. Increase productivity
d. Demand
e. Supply
f. Advertise
g. Products

Self Check #3 checks student's understanding of the idea that increased productivity leads to specialization and division of labor.

NUM-3 SELF CHECK-CAPSULE #3

Date_____ Name_____

Teacher_____ Grade_____

I. Choose the correct answer to fill in the blanks. Place only the letter of the correct answer in the blank.

_____1. The study of goods and services we need and want and how we get them.

_____2. Dividing up the work.

_____3. Money paid for goods and services.

_____4. Relying on others for goods and services we need and want.

_____5. A job done for a living.

_____6. Each person doing a certain job they are trained to do.

_____7. When you buy something without giving it much thought.

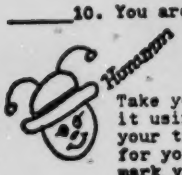
a. Division of Labor
b. Occupation
c. Specialization
d. Goods and Services
e. Economics
f. Salary
g. Interdependence
h. Impulse Buying

II. Write the word "true" or "false" in the blanks.

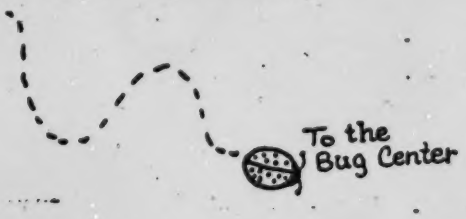
_____8. Workers are happier when they specialize.

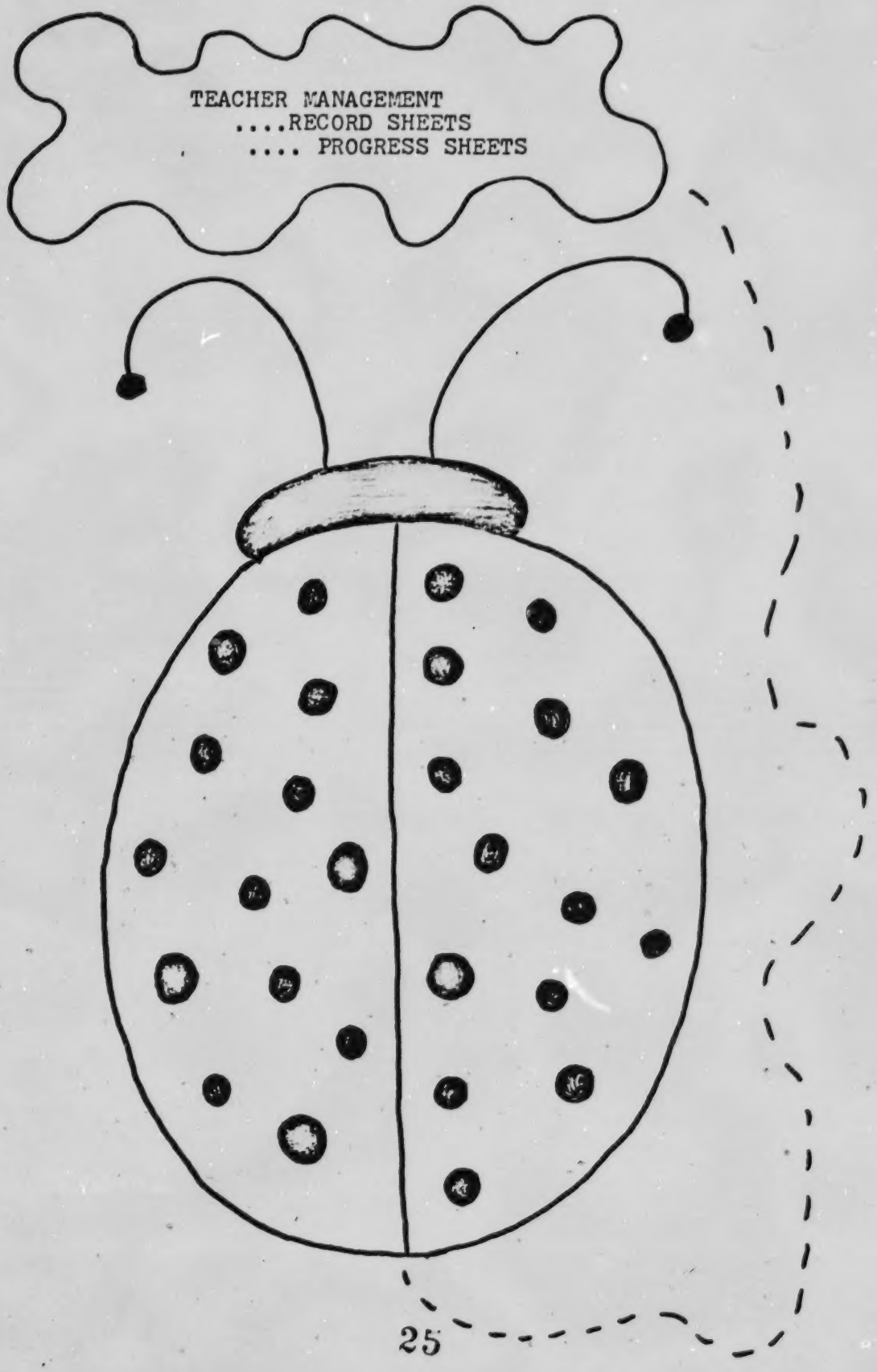
_____9. Goods and services are done faster when companies use division of labor.

_____10. You are always a producer.



Take your Self Check to the "Bug Center" and grade it using the Key marked Self Check #3. Take it to your teacher. If she says "OK", then you're ready for your Posttest #3. File this paper in your folder, mark your progress sheet, and get your copy of Posttest #3.




TEACHER MANAGEMENT
....RECORD SHEETS
.... PROGRESS SHEETS

DIRECTIONS FOR USING TEACHER RECORDS

Make masters for the "Teacher Record" sheet and "Evaluation Sheet". You should have both sheets for each child. Punch holes in these sheets and keep in a notebook for your use only!

Fill out the top of each sheet. As work is turned in, simply record information on each activity by coloring in the box and writing in the date. Additional space is provided for your comments on each activity.

The evaluation sheet may be used as a guideline for determining a letter grade for the package. Determine a grade by a certain number of "excellents", "goods", etc. You will want to include quality or work, work habits, and use of time. I have allowed space for a separate grade on each capsule, as well as an entire package grade, or average.

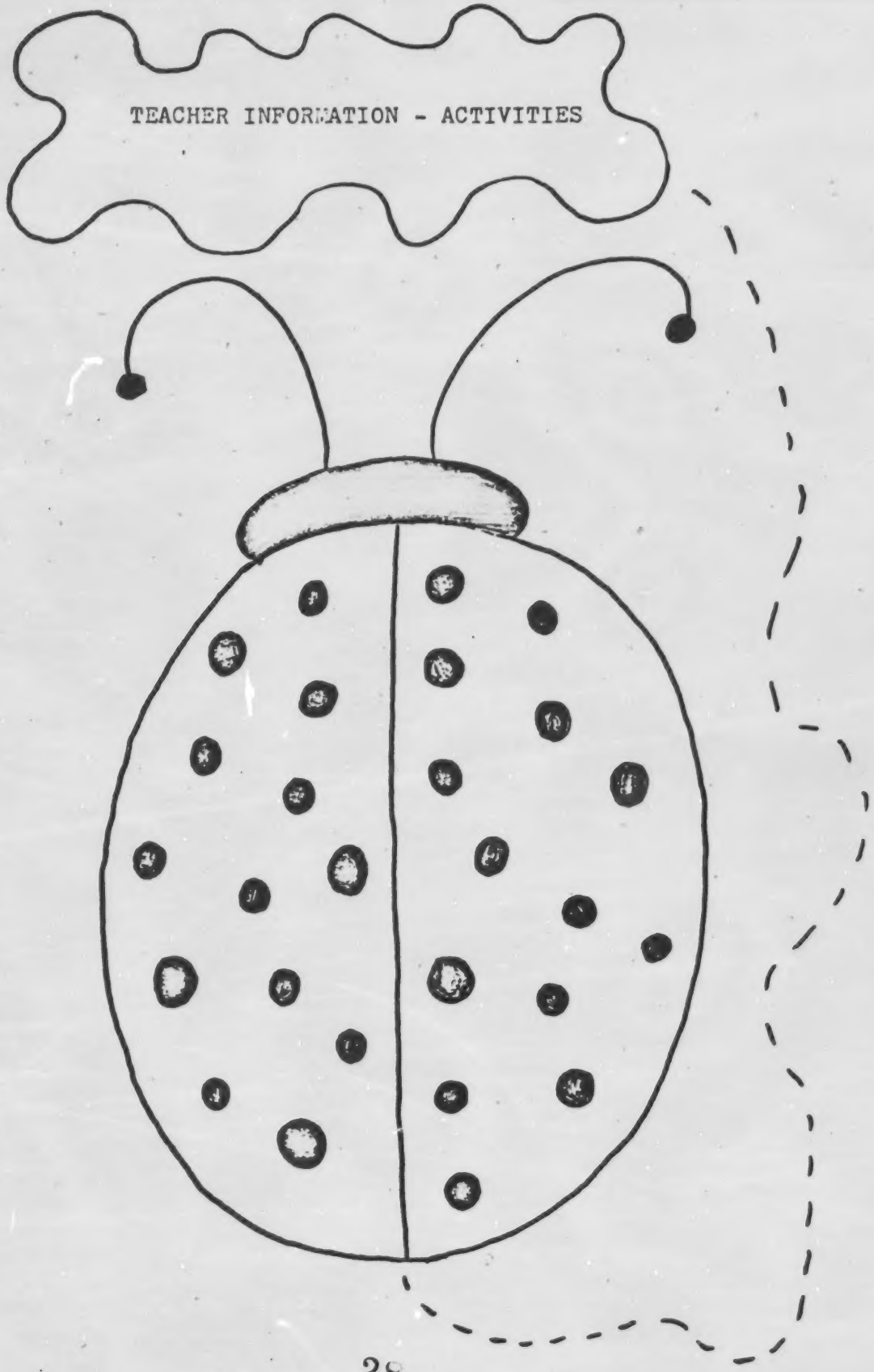
A contract system could easily be used for a letter grade. Assign a certain point value for each activity. This will also act as a guide for students in determining the activities they will do. If the student chooses his own activities, you will need to revise instructions written to the student which are already in the package.

Make a master of all three sheets-run off. Have students tape or glue sheets side by side.or staple them in their individual folders. They are to mark off specific activities as they are finished by coloring in the objects corresponding to activities. These may be taped on the wall and will give you a quick idea of progress, as well as being something to be proud of for the child.

You may wish to make your own progress sheet and use the patterns and make a master from which to run copies. The children could make a long strip of grass and add objects as they finish activities. The patterns of a bee, butterfly and snail are in the appendix. They would cut and color their own objects.

A large Humbug can be made to advertise the package and bug center. Allow display space for their work.

Any Required Activity (R) is marked with a bee, any Required Choice Activity (RC) is marked with a butterfly, and any Optional Activity (O) is marked with a snail.


TEACHER INFORMATION - ACTIVITIES

ACTIVITIES WITHOUT WORKSHEETS

2R - The activities deal with the difference between a service and a good. The concept of necessity and luxury are introduced.

3RC - A or B. Different occupations, whether they deal in a good or service. Could they barter or do they require a money payment.

5O - Extends knowledge of money, credit. Offers an opportunity to see how today we depend on credit.

8O - Not required. Prepares them for a summer job. Must have permission slip signed.

14R - Crossword or word search of glossary terms.

1R - Basic worksheet on bartering, good and services.

NUM-1

ACTIVITY #1 - R
WORKSHEET #1

Date_____ Name_____

Teacher_____ Grade_____

Write answers to the following questions:

Name three goods you use everyday: 1. _____

2. _____

3. _____

Name three services you use during a week:

1. _____

2. _____

3. _____

Does your family pay money for each good and service it uses?

Yes ☐ No ☐

Can you think of any goods or service your family barters with another family?

Yes ☐ No ☐ If so, write what is bartered here:

_____

Show this sheet to your teacher. We want to be sure you're doing fine.

When your teacher says "OK", put this sheet in your folder, mark your progress sheet, and hum some more.

4R - Show how necessities have changed over the years. Things which were once luxuries have now become necessities or we take them for granted.

MUM-1 ACTIVITY #4 - R
WORKSHEET #2

Date_____ Name_____

Teacher_____ Grade_____

Interview your mother or dad. Then interview your grandmother or grandfather. If relatives aren't possible, interview a neighbor who lives close to you. Let's see how they would answer these questions:

Have them answer the questions as if they were your age, only living a few years ago, when they actually were your age. Choose two adults.

1. What do you feel your absolute necessities of everyday life are?

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

2. Name something which was a luxury you'd like to have someday.

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

3. What is something you'd like to be able to buy someday?

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

4. What do you feel a luxury of the future will be?

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

MUM-1

ACTIVITY #4 - R
WORKSHEET #2
Page 2

5. Due to an increase in price, or a shortage in supply, name something which is special your family does which can't be done everyday.

You _____

Mom or Dad _____

Grandmother or Granddad _____

Put this worksheet in the folder to be graded, mark your progress sheet, and move on to -

6R - Connect businesses with products which are sold, and the ways companies use advertising. Will create an advertisement for Humbug's service. 26

HUM-2 ACTIVITY #6 - R
WORKSHEET #3

Date_____ Name_____

Teacher _____ Grade_____

This activity is about some make believe businesses. I want you to fill out this chart.

Write the possible goods and services which might be made by each business. Write the ways you feel the company might advertise these products, like radio, TV, newspapers, magazines or word of mouth. Do it like the first one.

Make Believe Company	Possible Products	Ways used to Advertise
Ryan Dress Shop	Dresses, skirts, blouses, belts	Radio, newspaper, word of mouth
Smith Restaurant		
John's Shoe Store		
Alice's Pet Shop		
Jan's Bakery		

Name three other ways the Humbug could have created an awareness of his service:

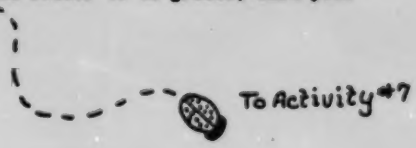
a. _____

b. _____

c. _____

Get a separate piece of paper and draw a poster which could be used to advertise the service which the Humbug gave to the world. Staple it to this worksheet.

Put this worksheet in the folder to be graded, mark your progress sheet, and --



7R - Different methods of advertising. Recognize why they buy a particular product. Survey class.

NUM-2

ACTIVITY #7 - R
WORKSHEET #4

Date_____ Name_____

Teacher_____ Grade_____

You are an investigative reporter and you're going to hunt for the facts about a product. Pick a product which you've seen advertised.

Name of Product: _____

How have you seen this product advertised? Fill out this chart.

Advertisement	Yes	No	How often?
Television			
Radio			
Newspaper			
Magazine			
Word of Mouth			

What stores carry this product? _____

_____

You're going to count the number of people in our class who bought this product. Quietly ask each person.

Also ask each person how they heard about this product.

# Who Bought	_____
# Who Did Not Buy	_____
# Who Will Buy	_____
Word of Mouth	_____
Television	_____
Radio	_____
Newspaper	_____

Put this worksheet in the folder to be graded, mark your progress sheet, and hum on to Optional Activity #8.

You do not have to do Activity #8. Take a look and then you decide!

To Activity #8

9R - Relating fads to things friends buy or it's an "in" thing to do. Often we don't buy because we really need something. Toothpaste survey. Will require trip with Mom to store to collect data. 28

HUM-3 ACTIVITY #9 - R
WORKSHEET #5

Date_____ Name_____

Teacher_____ Grade_____

Answer the following questions.

Name your favorite brand of toothpaste: _____

Where do you usually buy it? _____

Name one other store which carries your brand: _____

Arrange for your mother to take you with her to the grocery store or drugstore where you usually buy toothpaste. Take this sheet with you to the store. Go to the toothpaste section and answer the following questions about the 7 oz. tube of toothpaste.

Name	Price for 7 oz. tube	Number on shelf
My Brand		
Other Brand		
Other Brand		
Other Brand		
Other Brand		
Other Brand		

Ask the store manager or a sales clerk if they would answer these questions.

Person's Name _____ Title _____

What is the most popular brand? _____

Did you just receive a new supply or do you shelves usually have this amount? _____

How does your store advertise toothpaste? _____

GO ON TO NEXT PAGE

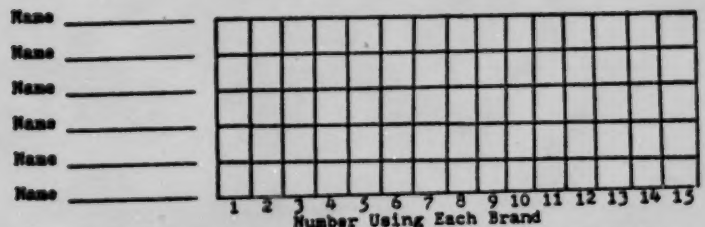
HUM-3

ACTIVITY #9 - R
WORKSHEET #5
Page 2

On a sheet of notebook paper, write the six brand names you wrote on your store survey. Ask each person in the class to tell you their brand. Put a tally mark beside each brand as they name it. Total the number of students that use each brand.

Get a sheet of graph paper. Make a bar graph like this:

POPULAR TOOTHPASTES



Staple your classroom survey to your graph and put it in the folder to be graded, mark your progress sheet and go on to Activity #10.

10R - Worksheet on fads, impulse buying. Mostly thinking. 30

MUM-3 ACTIVITY #10 - R
WORKSHEET #6

Date_____ Name_____

Teacher_____ Grade_____

Choose something new to wear which you bought just this past year. Try and think of something which was the latest thing and you can remember seeing it on someone and really wanting to have one just like it. Write the name of the item here:

_____ Do you remember the name of the company which made this particular item? Yes ____ No ____

Can you remember who was the first person to wear one? Yes ____ No ____

How did you find out about the item? _____

Where did you go to try and find one? _____

Was it an expensive item? Yes ____ No ____

Did you really need this item or just want one because a friend has one? Think about it.

If you found one at the store, were you willing to pay what the store wanted for it? Yes ____ No ____ Were you surprised to find out how much it cost? Yes ____ No ____ How have clothes gone up in price this past year? _____

When you finally decided to buy one, did you have trouble finding the item you wanted? Yes ____ No ____

How many stores did you have to go to before you found one? ____

How many students in your class also bought one? _____

Was the store out of the product? Yes ____ No ____

While you waited on the store to get in more of a supply, did you change your mind about wanting one? Yes ____ No ____

Many people tend to buy on "impulse". That is, they buy something because it's right in front of them, or sometimes a friend buys one and we think we have to have one, too. Have you ever shopped and found yourself buying something which you didn't really want, but were talked into buying it? Yes ____ No ____ We need to learn to make wise choices and spend our money the best way we can.

When you finish this activity, put it in the folder to be graded, mark your progress sheet, and move on to Activity #11.

To Activity #11

HUM-3 ACTIVITY #11 - R
WORKSHEET #7

Date_____ Name_____

Teacher_____ Grade_____

A resource is something which is needed to make a product. Another way to explain it is a resource is a product used to make other products. For example, resources needed to make a cake would be flour, sugar, eggs, baking soda, and water.

Use my example of cakes and cookies to fill out the chart below:

Name of product to be made or service	Resources needed to make product or provide service	Consumers-people who buy it or use it	Possible jobs needed to make and sell it
Cakes and Cookies	Flour, sugar, eggs, water	Everyone	Bakers, cooks, sales people
Hamburgers			
Bicycles			
T-Shirts			
Football Stadium			
Hospital			

What happens to people in your community when they lose their jobs because a business has no demand for its goods and services?

_____

_____

Put this activity sheet in the folder to be graded, mark your progress sheet, and go on to Activity #12.

To Activity #12

12R - Worksheet occupations with education required and high, medium, low salary.

HUM-3

ACTIVITY #12 - R
WORKSHEET #8

Date_____ Name_____

Teacher_____ Grade_____

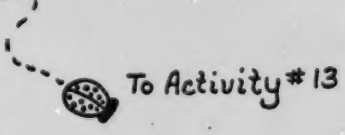
An occupation is a fancy word for a job. Salary means the amount of money requested for goods and services. Talk with your parents or neighbors and answer the following questions. Name 10 occupations needed in order to provide goods and services to our community. List the salary each occupation might receive.

Occupation	Does it require more training after high school?		Is the salary for this occupation		
	Yes	NO	HIGH	AVERAGE	LOW
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Which would you say makes the highest salary?_____

Which would you say makes the lowest salary? _____

Put this worksheet in the folder to be graded, mark your progress sheet, and go on to Activity #13.-



13RC - Assembly lines, division of labor, setting price for goods. What determines price and demand for a product. You can actually follow through. Recipe is included in appendix.

HUM-3 ACTIVITY #13 - R
WORKSHEET #9

Name_____

Date_____ Grade_____

Teacher_____

You are to pretend our class is going to make sugar cookies to sell at our school carnival. You are to assign jobs or divide up the work. This is called division of labor. An assembly line is when work is divided up and each person does a special job. Answer the following questions.

What jobs would be needed in order to divide up the work?

_____

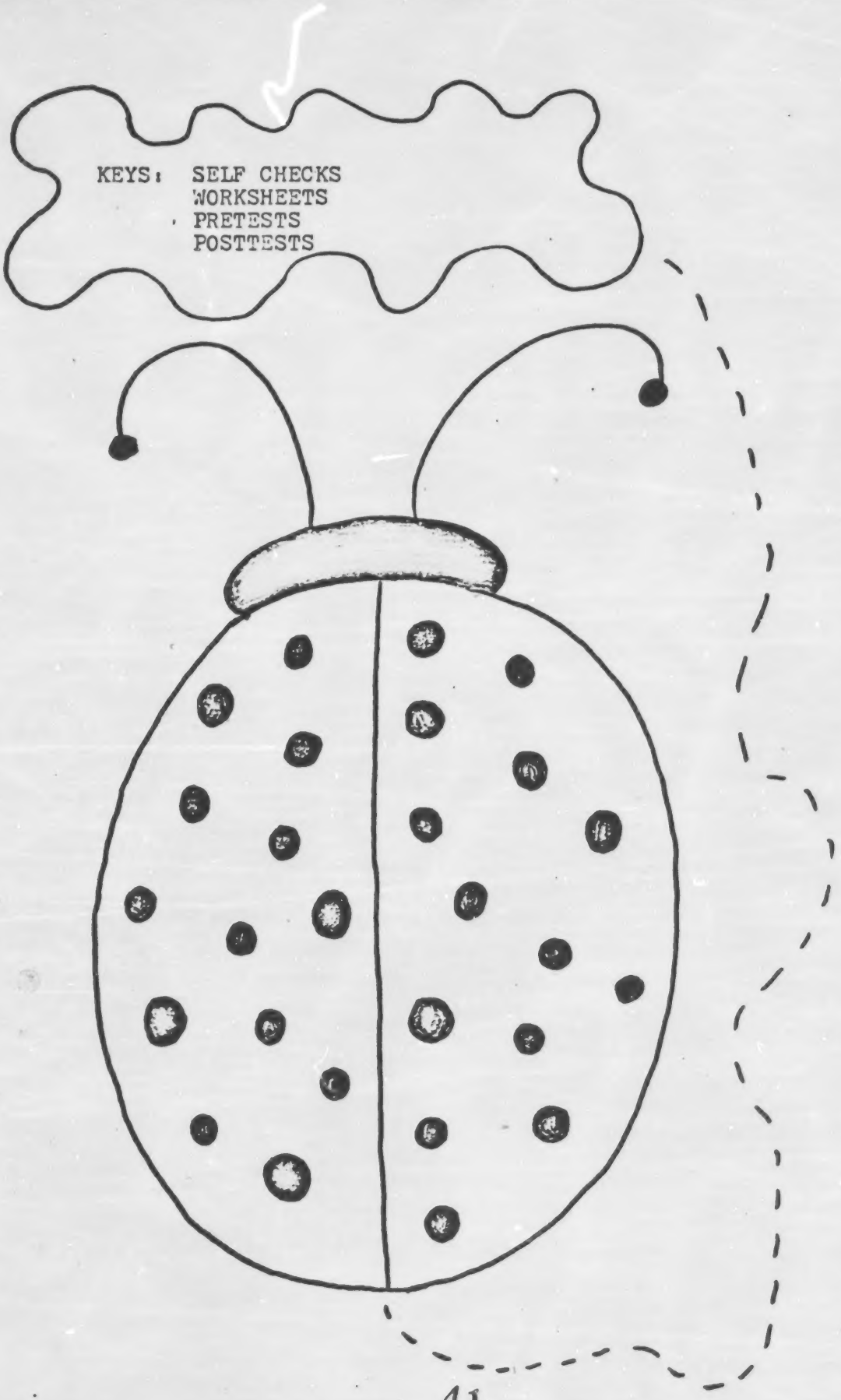
_____

List the ingredients or resources necessary to make the cookies.

_____

For what price would you sell each cookie? _____

Now get a piece of butcher paper and pretend you are looking down at our classroom. Draw the best arrangement for our room so that you can divide up the work of making the cookies. Tell where each job would be, color it. Put this sheet and room design in the folder to be graded, mark your progress sheet and go on to Glossary #3.


KEYS: SELF CHECKS
WORKSHEETS
PRETESTS
POSTTESTS

HUM-1 SELF CHECK-CAPSULE #1

Date_____ Name Key

Teacher_____ Grade_____

Let's see how you are doing. Answer the following question:

1. What do we call it when we exchange goods and services and don't pay people any money for them?

barter

2. Read each sentence and then decide whether you would need to pay money for the goods and services, or whether you could barter. Write the word "barter" or "money" in each of the blanks.

barter A. Nancy makes her sister's bed and her sister does the dishes for Nancy.

money B. Mom came home with several sacks of groceries from Steve's Market.

money C. Dad is flying to New York on the 2:00 P.M. Flight.

barter D. Johnny raked leaves while Dad fixed Johnny's bike.

barter E. Joe gave Sam 8 baseball cards and Sam gave Joe his favorite yoyo.

3. Think of what the company is most famous for doing or making. Use "goods" or "services" to fill in the blanks.

services	U.S. Navy	goods	Sears
services	TWA	services	K.C. Chiefs
services	YMCA	goods	Adidas

4. Could any of the above provide both a good and a service?

yes Why? Maybe Sears. Gives certain services like house cleaning, repair etc.

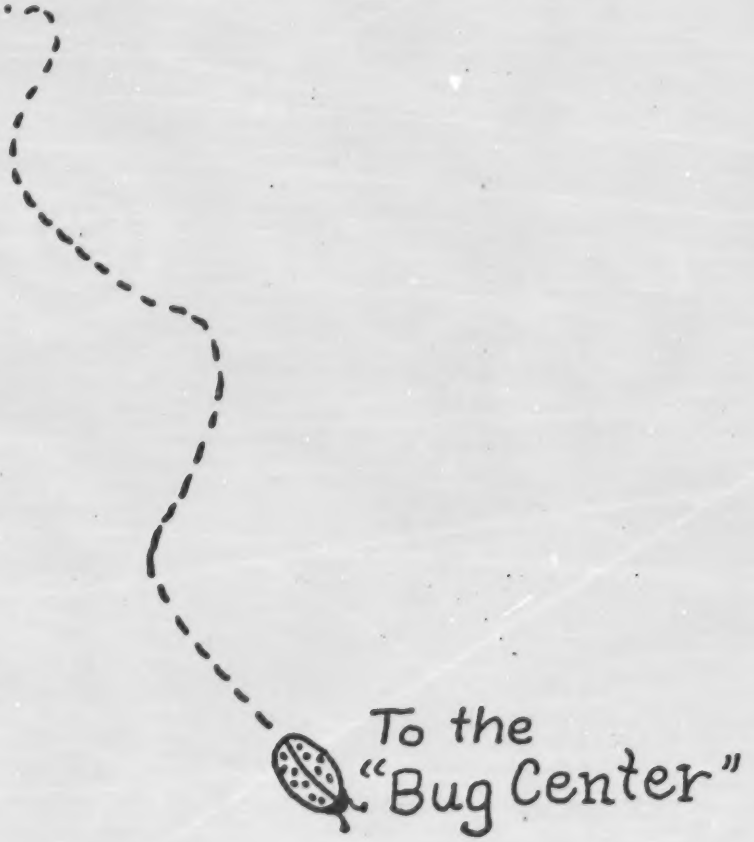
5. What is the difference in paying money and bartering?

Barter - you exchange goods and services.
Paying money - use currency or credit to get goods & services or checks etc.

6. What is a necessity? Must have it to live.

7. What is a luxury? Nice to have but you don't need it to live.

Take your Self Check to the "Bug Center" and grade it using the Key marked Self Check #1. Take it to your teacher. If she says "OK", then you're ready for your Posttest #1. File this paper in your folder, mark your progress sheet, and get your copy of Posttest #1.



HUM-2 SELF CHECK-CAPSULE #2

Date_____ Name Key 36

Teacher_____ Grade_____

I. Draw a picture of four of five ways to advertise goods and services. Write the name of each way on the line under each.

pictures of tv, radio, magazines, newspapers, or word of mouth. Any order.

1	2
3	4

II. Match the following: You will not use one of the answers. Place the letter of the correct answer in the blank.

g 1. Goods which are produced.

a 2. Person who uses goods and services.

c 3. To make more of a product.

e 4. How much of a product there is to buy.

f 5. Companies do this to tell people about goods and services they produce.

d 6. How much people want to buy goods and services.

a. Consumer

b. Luxury not used

c. Increase productivity

d. Demand

e. Supply

f. Advertise

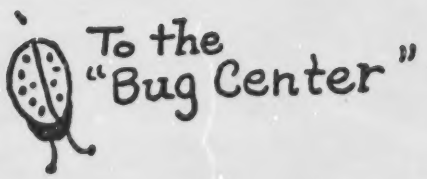
g. Products

III. In questions 7-9, think very hard and fill in the blanks. You must think of the correct answers.

7-8. When supply is up, the demand will be low. When demand is up, the supply will be low.

9. This is called the law of supply and demand. or demand supply

Take your Self Check to the "Bug Center" and grade it using the Key marked Self Check #2. Take it to your teacher. If she says "OK", then you're ready for your Posttest #2. File this paper in your folder, mark your progress sheet, and get your copy of Posttest #2.



HUM-3 SELF CHECK-CAPSULE #3

Date_____ Name Key

Teacher_____ Grade_____

I. Choose the correct answer to fill in the blanks. Place only the letter of the correct answer in the blank.

e 1. The study of goods and services we need and want and how we get them.

a 2. Dividing up the work.

f 3. Money paid for goods and services.

g 4. Relying on others for goods and services we need and want.

b 5. A job done for a living.

c 6. Each person doing a certain job they are trained to do.

h 7. When you buy something without giving it much thought.

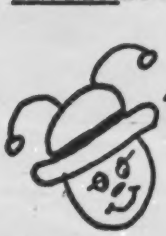
a. Division of Labor
b. Occupation
c. Specialization
(d.) Goods and Services not used
e. Economics
f. Salary
g. Interdependence
h. Impulse Buying

II. Write the word "true" or "false" in the blanks.

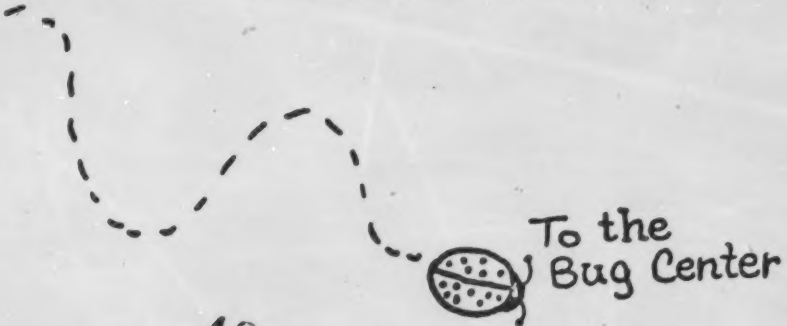
true 8. Workers are happier when they specialize.

true 9. Goods and services are done faster when companies use division of labor.

false 10. You are always a ~~producer~~ consumer.



Take your Self Check to the "Bug Center" and grade it using the Key marked Self Check #3. Take it to your teacher. If she says "OK", then you're ready for your Posttest #3. File this paper in your folder, mark your progress sheet, and get your copy of Posttest #3.



WORKSHEET #1

Date_____ Name Key

Teacher_____ Grade_____

Write answers to the following questions:

Name three goods you use everyday:

ANSWERS should show an understanding of term: "goods." Very general answers.

1. Soap
2. toothpaste
3. food etc.

Name three services you use during a week:

1. Telephone Co.
2. Trash collection
3. Electric Co. etc.

answers should show an understanding of the term: "services." Very general answers.

Does your family pay money for each good and service it uses?

Yes ☐ No ☐

most goods & services are paid. If they answer "No" then I would talk to them.

Can you think of any goods or service your family barters with another family? Generally the answer will be "no."

Yes ☐ No ☐ If so, write what is bartered here:

Neighbors generally help one another, but don't use term "barter."

Show this sheet to your teacher. We want to be sure you're doing fine. - -

To your teacher

When your teacher says "OK", put this sheet in your folder, mark your progress sheet, and hum some more;

To the "Bug Center"

WORKSHEET #2

Date_____ Name Key

Teacher_____ Grade_____

Interview your mother or dad. Then interview your grandmother or grandfather. If relatives aren't possible, interview a neighbor who lives close to you. Let's see how they would answer these questions:

Have them answer the questions as if they were your age, only living a few years ago, when they actually were your age. Choose two adults. General answers for luxuries and necessities. Socio-economic area will influence.

1. What do you feel your absolute necessities of everyday life are?

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

2. Name something which was a luxury you'd like to have someday.

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

3. What is something you'd like to be able to buy someday?

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

4. What do you feel a luxury of the future will be?

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

Answers should show some change, yet many may be the same. Things once a luxury we take for granted.

Key

5. Due to an increase in price, or a shortage in supply, name something which is special your family does which can't be done everyday.

You _____

Mom or Dad _____

Grandmother or Granddad _____

Have families had to cut-back in the things they do for leisure time?

Put this worksheet in the folder to be graded, mark your progress sheet, and move on to -

ACTIVITY #6 - R
WORKSHEET #3

Date_____ Name Key

Teacher _____ Grade_____

This activity is about some make believe businesses. I want you to fill out this chart.

Write the possible goods and services which might be made by each business. Write the ways you feel the company might advertise these products, like radio, TV, newspapers, magazines or word of mouth. Do it like the first one.

Make Believe Company	Possible Products	Ways used to Advertise
Ryan Dress Shop	Dresses, skirts, blouses, belts	Radio, newspaper, word of mouth
Smith Restaurant	any products connected with that business	Should be one of the above or possibly magazines.
John's Shoe Store		
Alice's Pet Shop		
Jan's Bakery		

Name three other ways the Humbug could have created an awareness of his service:

a. tv, radio, newspaper, or magazines.

b. they may come up with some new

c. ideas.

Get a separate piece of paper and draw a poster which could be used to advertise the service which the Humbug gave to the world. Staple it to this worksheet. Should advertise Humbugs hum.

Put this worksheet in the folder to be graded, mark your progress sheet, and

To Activity #7

HUM-2 ACTIVITY #7 - R
WORKSHEET #4

Date_____ Name Key

Teacher_____ Grade_____

You are an investigative reporter and you're going to hunt for the facts about a product. Pick a product which you've seen advertised.

Name of Product: any

How have you seen this product advertised? Fill out this chart.

Advertisement	Yes	No	How often?
Television	check yes or no		will vary
Radio			
Newspaper			
Magazine			
Word of Mouth			

What stores carry this product? Name of store or type of store

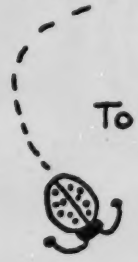
You're going to count the number of people in our class who bought this product. Quietly ask each person.

Also ask each person how they heard about this product.

# Who Bought	_____
# Who Did Not Buy	_____
# Who Will Buy	_____
Word of Mouth	_____
Television	_____
Radio	_____
Newspaper	_____

Put this worksheet in the folder to be graded, mark your progress sheet, and hum on to Optional Activity #8.

You do not have to do Activity #8. Take a look and then you decide!



Date_____ Name Key

Teacher_____ Grade_____

Answer the following questions.

Name your favorite brand of toothpaste: vary

Where do you usually buy it? vary

Name one other store which carries your brand: vary

Arrange for your mother to take you with her to the grocery store or drugstore where you usually buy toothpaste. Take this sheet with you to the store. Go to the toothpaste section and answer the following questions about the 7 oz. tube of toothpaste. They should plan ahead and know what they're going to do.

Name	Price for 7 oz. tube	Number on shelf
My Brand		
Other Brand		
Other Brand		
Other Brand		
Other Brand		
Other Brand		

Ask the store manager or a sales clerk if they would answer these questions. They need to be organized and "business-like."

Person's Name _____ Title _____

What is the most popular brand? _____

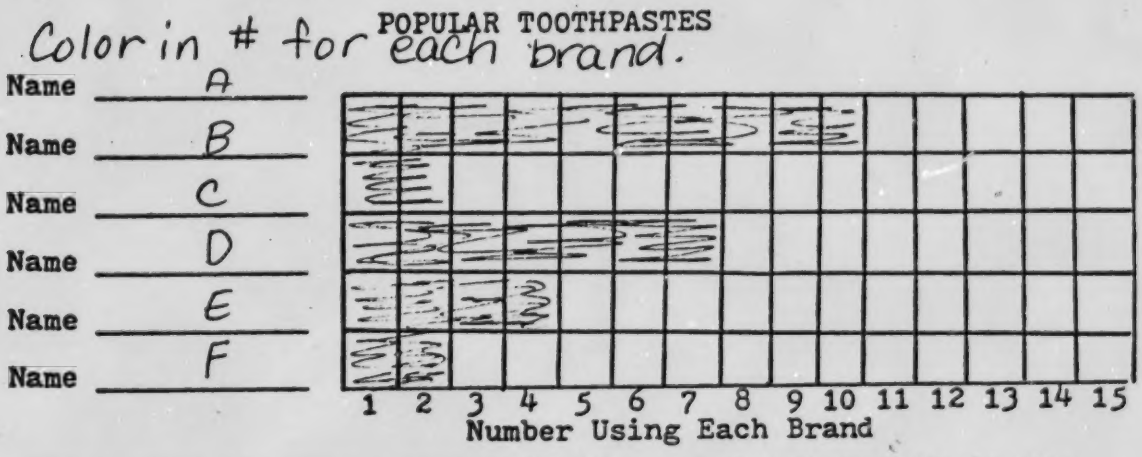
Did you just receive a new supply or do your shelves usually have this amount? _____

How does your store advertise toothpaste? _____

GO ON TO NEXT PAGE

On a sheet of notebook paper, write the six brand names you wrote on your store survey. Ask each person in the class to tell you their brand. Put a tally mark beside each brand as they name it. Total the number of students that use each brand.

Get a sheet of graph paper. Make a bar graph like this:



Staple your classroom survey to your graph and put it in the folder to be graded, mark your progress sheet and go on to Activity #10.

WORKSHEET #6

Date_____ Name Key

Teacher_____ Grade_____

mostly a thinking activity about fads.

Choose something new to wear which you bought just this past year. Try and think of something which was the latest thing and you can remember seeing it on someone and really wanting to have one just like it. Write the name of the item here:

vary

_____ Do you remember the name of the company which made this particular item? Yes ___ No ___

may or may not

Can you remember who was the first person to wear one? Yes ___ No ___

How did you find out about the item? tv, radio, newspaper, magazines, or word of mouth.

Where did you go to try and find one? _____

Was it an expensive item? Yes ___ No ___

Did you really need this item or just want one because a friend has one? Think about it.

If you found one at the store, were you willing to pay what the store wanted for it? Yes ___ No ___ Were you surprised to find out how much it cost? Yes ___ No ___ How have clothes gone up in price this past year? _____

When you finally decided to buy one, did you have trouble finding the item you wanted? Yes ___ No ___

How many stores did you have to go to before you found one? ___

How many students in your class also bought one? ___

Was the store out of the product? Yes ___ No ___

While you waited on the store to get in more of a supply, did you change your mind about wanting one? Yes ___ No ___

Many people tend to buy on "impulse". That is, they buy something because it's right in front of them, or sometimes a friend buys one and we think we have to have one, too. Have you ever shopped and found yourself buying something which you didn't really want, but were talked into buying it? Yes ___ No ___ We need to learn to make wise choices and spend our money the best way we can.

When you finish this activity, put it in the folder to be graded, mark your progress sheet, and move on to Activity #11.

To Activity #11

WORKSHEET #7

Date_____ Name Key

Teacher_____ Grade_____

A resource is something which is needed to make a product. Another way to explain it is a resource is a product used to make other products. For example, resources needed to make a cake would be flour, sugar, eggs, baking soda, and water.

Use my example of cakes and cookies to fill out the chart below:

Name of product to be made or service	Resources needed to make product or provide service	Consumers-people who buy it or use it	Possible jobs needed to make and sell it
Cakes and Cookies	Flour, sugar, eggs, water	Everyone	Bakers, cooks, sales people
Hamburgers	any ingred.	"	cooks, meat processors etc.
Bicycles	any parts	"	parts, salesmen etc.
T-Shirts	cloth, thread etc	"	seamstresses, sales clerks etc
Football Stadium	footballs, food, souvenirs etc	"	players, vendors etc.
Hospital	medicine, beds, bandages etc.	people who need it	doctors, nurses, food service etc.

What happens to people in your community when they lose their jobs because a business has no demand for its goods and services?

No money, family suffers, can't spend much money in community etc.

Put this activity sheet in the folder to be graded, mark your progress sheet, and go on to Activity #12.

To Activity #12

WORKSHEET #8

Date_____ Name Key

Teacher_____ Grade_____

An occupation is a fancy word for a job. Salary means the amount of money requested for goods and services. Talk with your parents or neighbors and answer the following questions. Name 10 occupations needed in order to provide goods and services to our community. List the salary each occupation might receive.

Occupation	Does it require more training after high school?		Is the salary for this occupation		
	Yes	NO	HIGH	AVERAGE	LOW
1. Accept	check yes or		Check one		
2. any	no		of these		
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Which would you say makes the highest salary?_____

Which would you say makes the lowest salary? _____

Put this worksheet in the folder to be graded, mark your progress sheet, and go on to Activity #13.

To Activity #13

WORKSHEET #9

Date_____ Name Key

Teacher_____ Grade_____

You are to pretend our class is going to make sugar cookies to sell at our school carnival. You are to assign jobs or divide up the work. This is called division of labor. An assembly line is when work is divided up and each person does a special job. Answer the following questions.

What jobs would be needed in order to divide up the work?

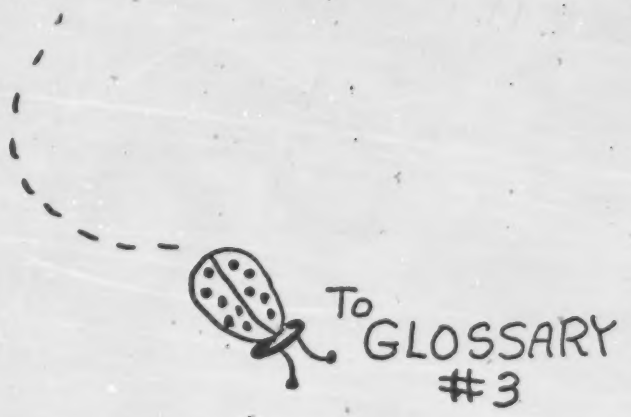
mixers, roll dough, bakers, cut cookies etc.

List the ingredients or resources necessary to make the cookies.

off recipe sheet.

For what price would you sell each cookie? Depends on whether items are donated.

Now get a piece of butcher paper and pretend you are looking down at our classroom. Draw the best arrangement for our room so that you can divide up the work of making the cookies. Tell where each job would be, color it. Put this sheet and room design in the folder to be graded, mark your progress sheet and go on to Glossary #3.



HUM-1 PRETEST-CAPSULE #1 50

Date_____ Name Key

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-8. Write the word in the blank before the number of each question.

false 1. Goods are something you do for other people.

true 2. The local telephone company provides a service for our community.

false 3. Buying a book for $1.00 is an example of bartering.

false 4. You may barter at the grocery store, if you buy at least $10.00 worth of groceries.

true 5. Years ago, many people bartered for the goods and services they needed.

false 6. A necessity is an expensive fruit you buy at the grocery store.

true 7. A luxury is something you would like to have.

true 8. John agreeing to rake leaves for Sam, if Sam painted John's model car is an example of bartering.

Choose the best answer and write the letter of the answer in the blank before each question.

d 9. To provide a service for other people, we must:

a. Join the Navy
b. Clean up our room
c. Attend a school play
d. Do something to help others
e. All of the above

c 10. If you tell someone about a product, you are:

a. Bartering the product
b. Gossiping about someone
c. Creating an awareness of the product
d. Telling on someone
e. All of the above

a 11. When you barter, you:

a. Exchange goods and services
b. Buy a product and give it away
c. Fix a broken toy
d. Exchange a broken toy
e. All of the above

e 12. An example of a service is:

a. Mowing lawns
b. Fixing broken television sets
c. Cleaning houses and apartments
d. Showing professional football games on television
e. All of the above

d 13. An example of a luxury for many of us is:

a. A sack lunch
b. Mowing the grass
c. Notebook paper
d. A fancy 10-speed bicycle
e. All of the above

b 14. Necessities are:

a. Things we dream about having
b. Things we need in order to live
c. Things we only buy on Sunday
d. Things we forgot to buy for a birthday party
e. All of the above

e 15. Luxuries are:

a. Not the same for everyone
b. Different than they were 50 years ago
c. Usually cost more than necessities
d. Are not necessary in order to live
e. All of the above

HUM-2 PRETEST-CAPSULE #2

Date_____ Name Key

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-10.
Write the word in the blank before the number of each question.

true 1. You may be aware of a product because a friend tells you about it.

true 2. A product Pete's Pet Store might sell would be dog collars.

false 3. You can tell a friend about a movie and this would be called bartering.

true 4. Companies create an awareness of goods and services they produce by advertising them.

false 5. Impulse buying is when you take your pulse as you are buying a product.

false 6. Productivity means to buy a product.

false 7. Supply and demand are always the same.

false 8. If a store is out of a product that means the supply was always great.

false 9. Stores all carry the same supply of a product.

true 10. Companies depend on advertising to sell their goods and services.

Choose the best answer and write the letter of the answer in the blank before each question.

e 11. Possible products sold at a shoestore are:

a. Shoes and boots
b. Socks and hose
c. Shoe polish
d. Purses and belts
e. All of the above

c 12. A product which has little demand is:

a. Bubblegum
b. Bread
c. Pink tennis shoes
d. Winter coats
e. All of the above

a 13. You help the demand for a product when you:

a. Buy it
b. Throw it away
c. Talk to it
d. Put it in a drawer
e. All of the above

e 14. Advertising:

a. Creates an awareness of products
b. Increases a demand for a product
c. Is expensive for companies
d. Gets you and me to buy products
e. All of the above

b 15. When gold and silver are very expensive, we say:

a. The supply is very good
b. There is little supply and the price is high
c. The price is not very high
d. Everyone has the money so they buy them
e. All of the above

Date_____ Name Key

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-10.
Write the word in the blank before the number of each question.

false 1. Specialization means you buy only products which are special to you.

true 2. Products needed to make other products are called resources.

true 3. A consumer is a person who uses or buys a product and service.

false 4. Division of labor lets one person do all the work.

true 5. Work is done better and faster when specialization is used.

false 6. When a company wants to produce more, it fires more people.

false 7. Division of labor means you divide a number by six.

false 8. Resources are not necessary to make products.

true 9. By using division of labor, a company provides more jobs.

false 10. Every consumer buys the same products.

Choose the best answer and write the letter of the answer in the blank before each question.

b 11. A doctor should receive a higher salary than a babysitter because:

a. He's taller
b. He's more trained
c. He eats more
d. He has children
e. All of the above

C 12. Doing certain work is called:

a. Productivity
b. Consumer
c. Specialization
d. Luxury
e. All of the above

c 13. Each person in the United States is a:

a. Producer
b. Demand
c. Consumer
d. Supply
e. All of the above

e 14. A person who goes to college or gets a great deal of training:

a. Should get a higher salary
b. Is specialized
c. Is happier when he uses his training
d. Helps provide the goods and services we use
e. All of the above

b 15. When supply is great:

a. The demand will be high
b. The demand will be low
c. The demand will never change
d. The demand is great too
e. All of the above

Date_____ Name Key

Teacher_____ Grade_____

I. Matching-choose the correct answer. There will be one answer you will not use. Place the letter of the correct answer in the blank.

C 1. Exchanging goods and services

D 2. Something we would like to have

A 3. Something we do for other people

B 4. Something we need in order to live

E 5. Something we use so we buy it

A. Service	D. Luxury
B. Necessity	E. Goods
C. Bartering	F. Produce not used

II. True or False. Write out the word "true" or "false" for questions 6-12. Write the word in the blank before the number of each question.

false 6. A service is something you serve people to eat.

false 7. Going to the local movie theater is an example of bartering.

true 8. During the "Pioneer Days", many people bartered for goods and services they needed.

true 9. When you buy a package of gum which has baseball cards in it, you can barter with the store.

true 10. An example of a luxury for most people is a trip around the world.

false 11. A necessity is something which comes once a year.

false 12. Today, many people barter for the goods and services they want.

GO ON TO THE NEXT PAGE

III. Multiple Choice. Choose the best answer and write the letter of the answer in the blank before each question.

a 13. Laurie babysat for her neighbor's cat over the weekend. The neighbor made Laurie a batch of her favorite cookies in exchange. This is an example of:

a. Bartering
b. Goods
c. Service
d. Luxury
e. All of the above

b 14. Certain goods and services which we need in order to live are called:

a. Luxuries
b. Necessities
c. Bartering
d. Resources
e. All of the above

e 15. When you tell a friend about a new toy you just bought, you are:

a. Advertising the toy
b. Creating an awareness of the toy
c. Creating a demand for the toy
d. Saying the toy is a good one
e. All of the above

HUM-2 POSTTEST-CAPSULE #2

Date_____ Name Key

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-6.
Write the word in the blank before the number of each question.

true 1. You are aware of a product by watching TV.

true 2. A possible product a local plastics company might make are plastic bottles for shampoo.

true 3. It is possible to advertise a product when you tell a friend about it.

false 4. There are only two ways to advertise a product.

true 5. Impulse buying is when you buy something without giving it much thought.

false 6. Television gives free commercials for every company.

Choose the best answer and write the letter of the answer in the blank before each question.

c 7. Productivity means:

a. Buying products
b. Selling products
c. How much of a product a company is producing
d. Products sitting on a shelf
e. All of the above

e 8. Stores sell:

a. Some of the same products
b. Not the same amount of products
c. And carry different products
d. And specialize in some products
e. All of the above

c 9. Demand for a product depends upon:

a. How much of it there is to buy
b. How many people make it
c. How much people want to buy it
d. How many people are buying it
e. All of the above

d 10. TV, radio, newspapers, word of mouth are all ways to:

a. Read
b. Play
c. Spend money
d. Advertise
e. All of the above

Choose the correct answer. There will be one answer you will not use. Place the letter of the correct answer in the blank.

B 11. Companies use it to tell about goods and services.

E 12. How much people want to buy products.

A 13. How much of a good is ready for people to buy.

C 14. How much of a product is being made.

D 15. Things which make our lives more comfortable.

A. Supply
B. Advertising
C. Productivity
D. Goods and Services
E. Demand
F. Luxury not used

Date_____ Name Key

Teacher_____ Grade_____

Choose the best answer and write the letter of the answer in the blank before each question.

e 1. If a company increases productivity, it will:

a. Make more of a product
b. Sell more of a product
c. Need more people to make the product
d. Give more jobs to the community
e. All of the above

b 2. Specialization means:

a. Being treated nicely
b. Doing a certain job
c. Selling any product
d. Working with two people
e. All of the above

c 3. When you buy goods and services, you are a:

a. Producer
b. Specialist
c. Consumer
d. Supplier
e. All of the above

d 4. A product used to make another product is called:

a. Producer
b. Consumer
c. Commercial
d. Resource
e. All of the above

b 5. When a company uses division of labor, it:

a. Divides a number
b. Divides the work
c. Divides the cost
d. Divides the profit
e. All of the above

Write out the word "true" or "false" for questions 6-15.
Write the word in the blank before the number of each question.

true 6. Specialization means doing only one job and doing a job you do well.

true 7. Resources are needed before products can be made.

false 8. When you buy goods and services, you are a producer.

true 9. Consumers are people who buy goods and services.

true 10. When companies specialize and use division of labor, there is more productivity.

true 11. More training helps a person specialize.

true 12. Different people buy different products.

true 13. The more specialized you become, the more training you've had.

true 14. Higher salaries should be given to people who have more training if they do their job well.

false 15. Supply and demand for a product never changes.

BIBLIOGRAPHY

None needed since I wrote my own story and activities. No additional materials are needed for the capsules.

You might find your own school library contains various media to set up as an additional "interest center" for your classroom. It would be time well spent to talk with your librarian.

Thank You To:

THIS THANK YOU PAGE WILL NOT MEAN ANYTHING TO ANYONE, EXCEPT THOSE WHO HAVE HELPED ME AND ME!

APPENDIX

Materials Needed for Capsules

APPENDIX

(MATERIALS NEEDED FOR CAPSULES)

Story: "A Humbug Approach to Economics"

Worksheets 1-9

Self Check - Capsules 1, 2, 3

Pretests - Capsules 1, 2, 3

Posttests - Capsules 1, 2, 3

Activity Sheet Patterns

Ladybug Pattern

Diploma

Student Progress Sheet - Capsules 1, 2, 3

Teacher Record Sheet

Evaluation Sheet

Sugar Cookie Recipe

Permission Slip

"A HUMBUG APPROACH TO ECONOMICS"

DIVISION OF LABOR-SPECIALIZATION

BEST COPY AVAILABLE

HUM-1 "A HUMBUG APPROACH TO ECONOMICS"
SECTION 1

Bah Humbug! Bah Humbug! That's all the little creature ever heard as he buzzed and hummed through the green hillside dotted with scattered sheep. It seemed as though that's all anyone would ever say anymore. The little humbug wished and hoped for a day when people would say anything with his name except bah.

The sheep always looked forward to seeing the little bug for you see, he had about the sweetest little hum ever made or produced. He would flitter to and fro and in and out of the sheep. As he did, the sheep would begin to baa in harmony with the little bug. They loved his hum for it always made them happy. The sheep soon began to baa and called the little bug "Humbug" because of the beautiful hum.

One day Humbug was down in the dumps and thought he'd pay Arlyn, the head sheep, a visit. Hum ... humm ...spurt, sput. "My gosh, my gosh - that must be a bummed-up bee or a fatigued firefly," said Arlyn. He continued, "At any rate, it doesn't sound good." "Hey fellas, wait a minute, that's the Bah Humbug," said Arlyn. "He's just what I needed to brighten my day." "Uh, well, that's a thought, but what a racket!" "How will he ever help me?" "Hey Humbug, baa, come on downhere!"

Hic, sput, humm, plop! "Hi fellas," said Humbug.

Arlyn looked at Humbug and asked, "What's the matter?"

HUM-1
SECTION1

"I hate to share my problems with you fellas, but maybe that's what I need. As you know, winter is coming soon and you know what that means for bugs like me, time to go hibernate. Every year I have to miss all the winter fun--skating, skiing, sledding, snowballs, snowmen, just because it's too cold for me."

Arlyn thought and thought, "Gee, that's rough Humbug. What are we going to do without your wonderful hum that makes us happy and helps our snow white wool to grow? We have to think of something."

Finally Humbug said, "All I can do is hum and make you feel happy. You guys have beautiful wool and it helps everyone keep warm."

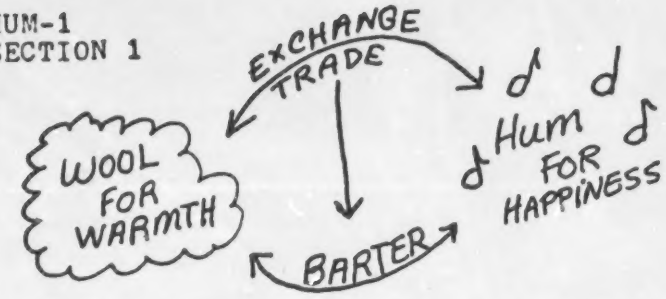
"Yes," said Arlyn, "but we love your hum and winter won't be the same without you."

Jack, a very optimistic sheep said, "Fellas, maybe we won't have to be without Humbug this winter. If we all took just a little wool off our backs, we could make Humbug the finest coat in all the land. Then Humbug could keep us company with his wonderful hum."

"That's a great idea," said Humbug. "You can give me wool for warmth and I can give you my hum for happiness."

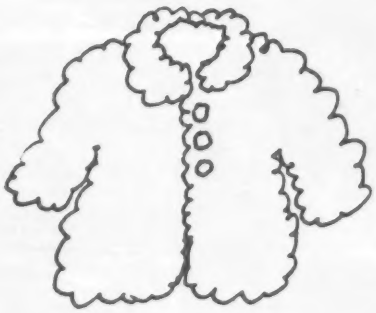
Arlyn chuckled, "I guess you could say we're going to do a little bartering!"

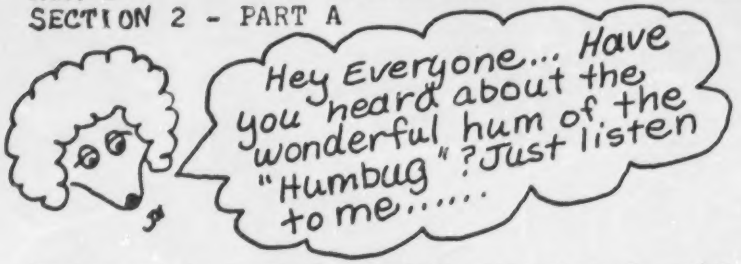
HUM-1
SECTION 1



The next day when Humbug returned to the flock the most beautiful white wool was waiting for him. Arlyn's wife Betty agreed to sew the coat and took Humbug's measurements. Soon she returned with the garment. Humbug slipped it on--a perfect fit! So cozy and warm, she had even made him a hat and mittens. Was he ever ready for winter!

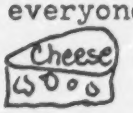
Everyone was happy. Humbug spent an hour everyday humming for the flock. He took great pride in their white wooly coats for he knew the hum kept them happy and then they produced wonderful, white wool. Humbug also knew if it weren't for the wool coat, he would be hibernating and missing all the fun. Bartering a good for a service was a wonderful idea, and now there was an awareness of his wonderful hum. Another way to put it would be to say the sheep did the advertising for Humbug "by word of mouth".





"You know Humbug, your hum is so great you should share the happiness you bring with everyone," said Arlyn. Humbug just grinned and went on about his business of making his friends happy.

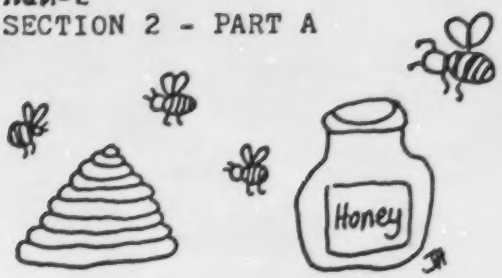
Before you knew it, the sheep had spread the word of Humbug's wonderful hum. Soon he was getting telephone calls from all over the world. Just everyone was asking for the wonderful hum of the Humbug.



Humbug soon had the farmers happy because he had the cows producing the sweetest milk, cheese, cottage cheese and butter you ever tasted. Why, every young bug in the land drank all their milk and asked for more! The cows, in turn, gave Humbug more dairy products than he could ever use, such as milk, cheese, and ice cream.

The cows and Humbug were bartering, or exchanging goods and services.

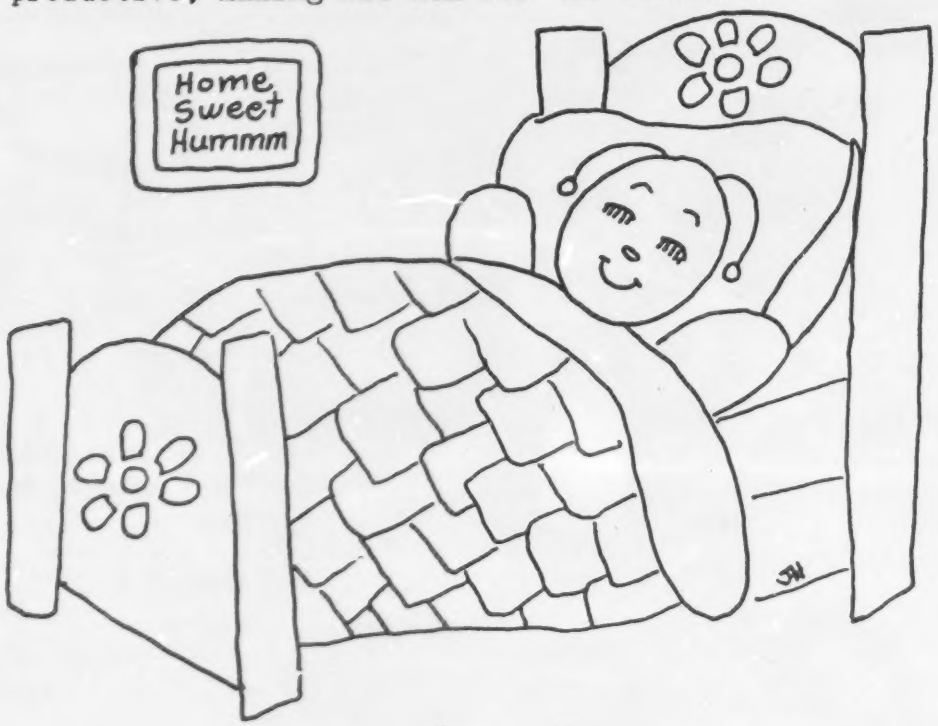
Humbug buzzed over to the local "beehive" and began his melodious hum. The bees produced the most fantastic honey, and more than anything else, they never wanted to sting anyone. Little Humbug never wanted for anything sweet. Humbug finished his service for everyone he could, and in turn he was given all



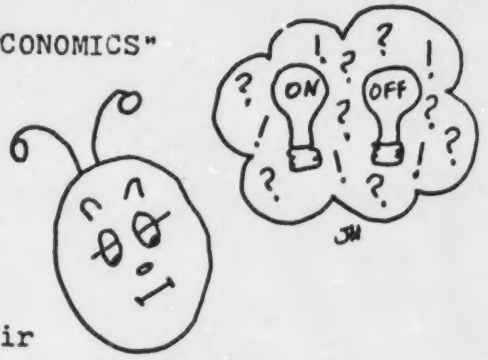
the goods he could possibly use.

Soon Humbug's day was busy whether it was summer, fall, winter or spring. Every night when he pulled the covers up he felt he had really done some good for the world. He never had to hum around for food and he didn't have to hibernate anymore. Life seemed very sweet for the little Humbug!

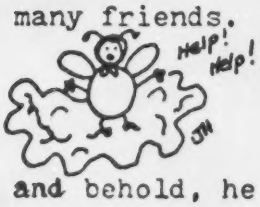
One night before bed, Humbug thought to himself, "Once the sheep advertised my hum--well, I've never had a day without work!" There really is a demand for my service, and that makes me so happy. Soon little Humbug was fast asleep. His business was good and the years just seemed to hum away with productivity. Another way to put that would be to say Humbug was very busy, or productive, making his hum for the world.

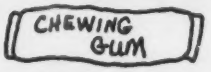


HUM-2 "A HUMBUG APPROACH TO ECONOMICS"
SECTION 2 - PART B



Now, Humbug was always a little happy guy and everyone loved and respected him. Everyone wanted him to provide his wonderful hum to help their own business. In fact, there was so much business Humbug couldn't help everyone. Humbug thought and thought, but just couldn't come up with any brilliant ideas for giving his hum to everyone. You see, Humbug was lonely, even though he had many friends.



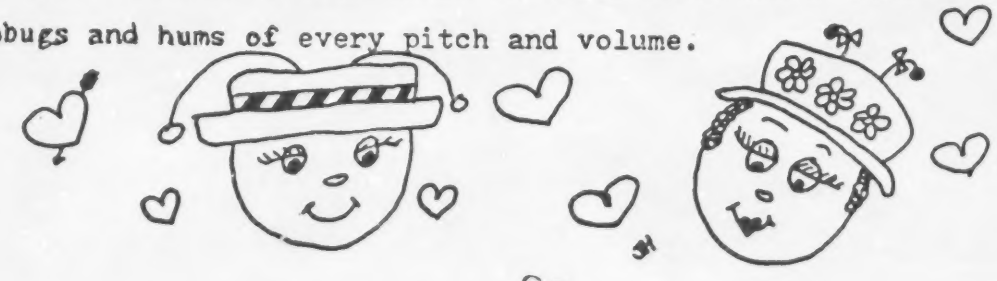


One day, while heading for home, Humbug heard a high, faint hum below. He flew down and lo and behold, he saw the cutest little bug his eyes had ever beheld. There was Missybug trapped in, of all things, a sticky piece of chewing gum someone has thrown on the ground.

"Never fear, Humbug is here," he shouted. Humbug saved little Missybug from a fate worse than frogs on a pond.

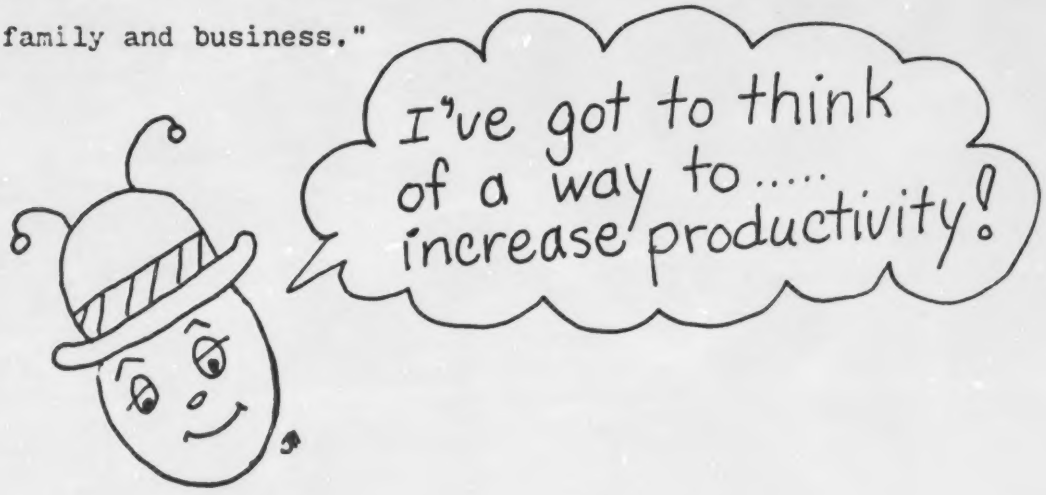
"Oh--my hero," Missybug cried.

"There, there my little lady," calmed Humbug. "If you'll come and hum with me, I'll take care of you for the rest of your buglife." "We can make beautiful sounds together." She did and they did. Thus began a beautiful marriage of two of the most beautiful sounds to ever enter an ear. Soon there were little humbugs and hums of every pitch and volume.



As the years went by, the little Humbug business had grown so large there was humming in every part of the world. One day Humbug gathered all his children and said, "My business has grown so much it now should become our business." Every little Humbug cheered. Each one flew off to make beautiful sounds for the world. They always brought home something in exchange for their hum. The Humbugs never wanted for anything. The whole Humbug business was humming.

As Humbug sat thinking, "Demand for our business has definitely produced a need for increased productivity, or we needed to make more hums for everyone." "I'm very proud of our family and business."



"A HUMBUG APPROACH TO ECONOMICS"

Before too many years had passed, Humbug's children were grown and has families of their own. All the grand bugs were humming like true Humbugs. Little Humbug was getting up in years and thinking about retiring soon, but before he would consider turning the business over to the younger bugs, he wanted to make sure everything was perfect.

He flew here, he flew there and watched his grandbugs at work. At last he came to Burtbug and Brettbug, his twin grandbugs. "Howdy Burtbug and Brettbug," said Humbug. How's your day going?"

"Oh, okay, Grandpabug. If only we could buzz and hum where we wanted to."

"I like the frogs on the pond," said Burtbug.

"I like the inchworms on the flowers," said Brettbug. "Grandpabug, why can't we hum where we're happiest?"

Humbug said, "Well Burtbug and Brettbug, just maybe you can. Meantime, you two do the best you can do and I'll see you later. You all need to train yourselves to do what you like to do. We're all going to go back to school."

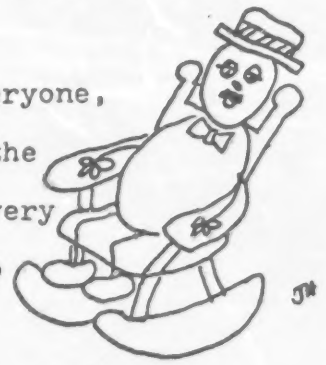
"We'll try. So long Grandpabug," the boybugs replied.

Off Humbug flew with a new idea. He decided to call a meeting of all the little Humbugs, and soon they were all gathered.

"I'm truly happy all of you came and I think you'll soon be happy, too. I've noticed our business has been booming and we've already divided up the different jobs. It's occurred to me we ought to specialize more. From now on you will only hum where you are the happiest and where you hum the best. I want each of you to think hard and let me know where you want to specialize. We will have training classes and make sure each of you goes out to do the best possible job of humming you can do. I think this will make everyone happy. We always want to be happy and we always want to improve our hums. If we're not happy, we can't provide a happy hum for the rest of the world."

The very next day all the little Humbugs were lined up outside the School of Hums. Each one signed up for the

speciality of his choosing and soon were all going to school. Wow--the super sounds! Graduation soon came and they each received their diploma from the School of Hums. They were all proud and ready to make music for the world.



Little Humbug, now called Grandpabug by everyone, was very proud of the "hum" business. He knew the business had come a long way. The world was a very happy place and he knew his family had helped to make it that way.

To this very day, you'll still hear humming where people are happy. To think it all started with "Bah Humbug". The next time you hear someone say "Bah Humbug", why don't you tell them my story and see if they don't smile and maybe give a little hum, too. Always remember "you're never too old to hum ... and there's always something to hum about in your life."

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ACTIVITY #1 - R
WORKSHEET #1

Date_____ Name_____

Teacher_____ Grade_____

Write answers to the following questions:

Name three goods you use everyday: 1. _____

2. _____

3. _____

Name three services you use during a week:

I. _____

II. _____

III. _____

Does your family pay money for each good and service it uses?

Yes ☐ No ☐

Can you think of any goods or service your family barters with another family?

Yes ☐ No ☐ If so, write what is bartered here:

_____

Bring this sheet to your teacher. We want to be sure you're doing fine.

To your teacher

When your teacher says "OK", put this sheet in your folder, get your progress sheet, and hum some more.

To the "Bug Center"

HUM-1

ACTIVITY #4 - R
WORKSHEET #2

Date_____ Name_____

Teacher_____ Grade_____

Interview your mother or dad. Then interview your grandmother or grandfather. If relatives aren't possible, interview a neighbor who lives close to you. Let's see how they would answer these questions:

Have them answer the questions as if they were your age, only living a few years ago, when they actually were your age. Choose two adults.

1. What do you feel your absolute necessities of everyday life are?

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

2. Name something which was a luxury you'd like to have someday.

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

3. What is something you'd like to be able to buy someday?

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

4. What do you feel a luxury of the future will be?

   You _____

   Mom or Dad _____

   Grandmother or Granddad _____

5. Due to an increase in price, or a shortage in supply, name something which is special your family does which can't be done everyday.

You _____

Mom or Dad _____

Grandmother or Granddad _____

Put this worksheet in the folder to be graded, mark your progress sheet, and move on to -

To Activity #5

HUM-2

ACTIVITY #6 - R
WORKSHEET #3

Date_____ Name_____

Teacher _____ Grade_____

This activity is about some make believe businesses. I want you to fill out this chart.

Write the possible goods and services which might be made by each business. Write the ways you feel the company might advertise these products, like radio, TV, newspapers, magazines or word of mouth. Do it like the first one.

Make Believe Company	Possible Products	Ways used to Advertise
Ryan Dress Shop	Dresses, skirts, blouses, belts	Radio, newspaper, word of mouth
Smith Restaurant		
John's Shoe Store		
Alice's Pet Shop		
Jan's Bakery		

Name three other ways the Humbug could have created an awareness of his service:

a. _____

b. _____

c. _____

Get a separate piece of paper and draw a poster which could be used to advertise the service which the Humbug gave to the world. Staple it to this worksheet.

Put this worksheet in the folder to be graded, mark your progress sheet, and

HUM-2

ACTIVITY #7 - R
WORKSHEET #4

Date_____ Name_____

Teacher_____ Grade_____

You are an investigative reporter and you're going to hunt for the facts about a product. Pick a product which you've seen advertised.

Name of Product: _____

How have you seen this product advertised? Fill out this chart.

Advertisement	Yes	No	How often?
Television			
Radio			
Newspaper			
Magazine			
Word of Mouth			

What stores carry this product? _____

_____

You're going to count the number of people in our class who bought this product. Quietly ask each person.

Also ask each person how they heard about this product.

# Who Bought	_____
# Who Did Not Buy	_____
# Who Will Buy	_____
Word of Mouth	_____
Television	_____
Radio	_____
Newspaper	_____

Put this worksheet in the folder to be graded, mark your progress sheet, and hum on to Optional Activity #8.

You do not have to do Activity #8. Take a look and then you decide!

HUM-3

ACTIVITY #9 - R
WORKSHEET #5

Date_____ Name_____

Teacher_____ Grade_____

Answer the following questions.

Name your favorite brand of toothpaste: _____

Where do you usually buy it? _____

Name one other store which carries your brand: _____

Arrange for your mother to take you with her to the grocery store or drugstore where you usually buy toothpaste. Take this sheet with you to the store. Go to the toothpaste section and answer the following questions about the 7 oz. tube of toothpaste.

Name	Price for 7 oz. tube	Number on shelf
My Brand		
Other Brand		
Other Brand		
Other Brand		
Other Brand		
Other Brand		

Ask the store manager or a sales clerk if they would answer these questions.

Person's Name _____ Title _____

What is the most popular brand? _____

Did you just receive a new supply or do you shelves usually have this amount? _____

How does your store advertise toothpaste? _____

GO ON TO NEXT PAGE

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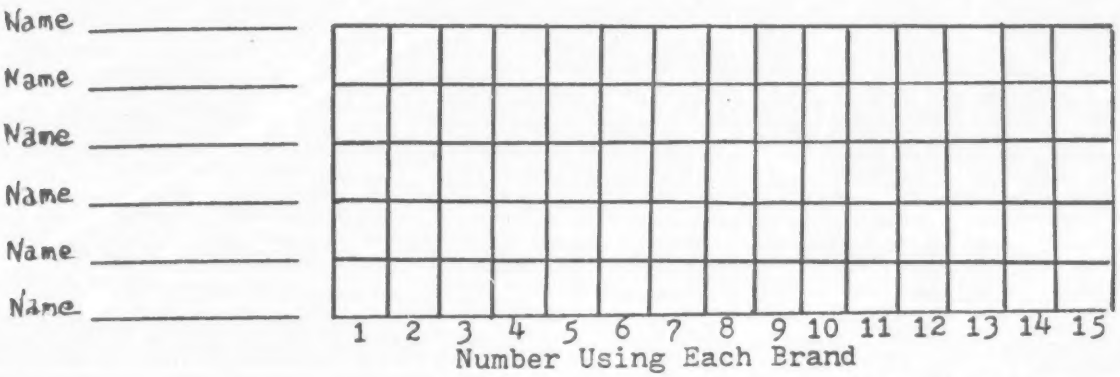
ACTIVITY #9 - R
WORKSHEET #5
Page 2

On a sheet of notebook paper, write the six brand names you wrote on your store survey. Ask each person in the class to tell you their brand. Put a tally mark beside each brand as they name it. Total the number of students that use each brand.

Get a sheet of graph paper. Make a bar graph like this:

POPULAR TOOTHPASTES



Staple your classroom survey to your graph and put it in the folder to be graded, mark your progress sheet and go on to Activity #10.

HUM-3

ACTIVITY #13 - R
WORKSHEET #9

Date_____ Name_____

Teacher_____ _____ Grade_____

You are to pretend our class is going to make sugar cookies to sell at our school carnival. You are to assign jobs or divide up the work. This is called division of labor. An assembly line is when work is divided up and each person does a special job. Answer the following questions.

What jobs would be needed in order to divide up the work?

_____

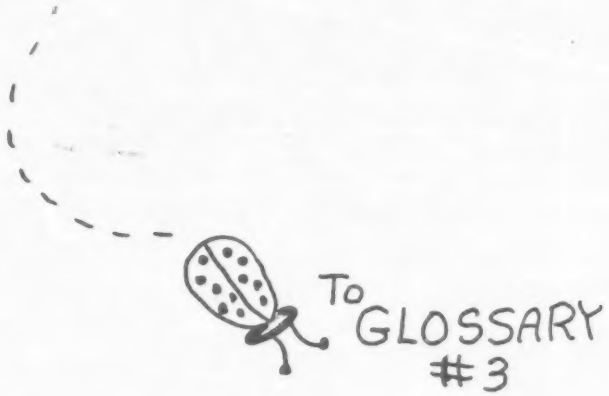
_____ _____

List the ingredients or resources necessary to make the cookies.

_____

For what price would you sell each cookie? _____

Now get a piece of butcher paper and pretend you are looking down at our classroom. Draw the best arrangement for our room so that you can divide up the work of making the cookies. Tell where each job would be, color it. Put this sheet and room design in the folder to be graded, mark your progress sheet and go on to Glossary #3.



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HUN-3

ACTIVITY #10 - R
WORKSHEET #6

Date_____ Name_____

Teacher_____ Grade_____

Choose something new to wear which you bought just this past year. Try and think of something which was the latest thing and you can remember seeing it on someone and really wanting to have one just like it. Write the name of the item here:

_____ Do you remember the name of the company which made this particular item? Yes ____ No ____

Can you remember who was the first person to wear one? Yes ____ No ____

How did you find out about the item? _____

Where did you go to try and find one? _____ _____

Was it an expensive item? Yes ____ No ____

Did you really need this item or just want one because a friend has one? Think about it.

If you found one at the store, were you willing to pay what the store wanted for it? Yes ____ No ____ Were you surprised to find out how much it cost? Yes ____ No ____ How have clothes gone up in price this past year? _____

When you finally decided to buy one, did you have trouble finding the item you wanted? Yes ____ No ____

How many stores did you have to go to before you found one? ____

How many students in your class also bought one? _____

Was the store out of the product? Yes ____ No ____

While you waited on the store to get in more of a supply, did you change your mind about wanting one? Yes ____ No ____

Do people tend to buy on "impulse". That is, they buy something because it's right in front of them, or sometimes a friend buys one and we think we have to have one, too. Have you ever shopped and found yourself buying something which you didn't really want, but were talked into buying it? Yes ____ No ____ We need to learn to make wise choices and spend our money the best way we can.

When you finish this activity, put it in the folder to be graded, mark your progress sheet, and move on to Activity #11.

To Activity #11

HUM-3

ACTIVITY #11 - R
WORKSHEET #7

Date_____ Name_____

Teacher_____ Grade_____

A resource is something which is needed to make a product. Another way to explain it is a resource is a product used to make other products. For example, resources needed to make a cake would be flour, sugar, eggs, baking soda, and water.

Use my example of cakes and cookies to fill out the chart below:

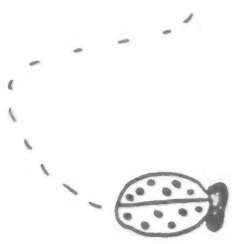
Name of product to be made or service	Resources needed to make product or provide service	Consumers-people who buy it or use it	Possible jobs needed to make and sell it
Cakes and Cookies	Flour, sugar, eggs, water	Everyone	Bakers, cooks, sales people
Hamburgers			
Bicycles			
T-Shirts			
Football Stadium			
Hospital			

What happens to people in your community when they lose their jobs because a business has no demand for its goods and services?

_____

_____

Put this activity sheet in the folder to be graded, mark your progress sheet, and go on to Activity #12.



To Activity #12

HUM-3

ACTIVITY #12 - R
WORKSHEET #8

Date_____ Name_____

Teacher_____ Grade_____

An occupation is a fancy word for a job. Salary means the amount of money requested for goods and services. Talk with your parents or neighbors and answer the following questions. Name 10 occupations needed in order to provide goods and services to our community. List the salary each occupation might receive.

Occupation	Does it require more training after high school?		Is the salary for this occupation		
	Yes	NO	HIGH	AVERAGE	LOW
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Which would you say makes the highest salary?_____

Which would you say makes the lowest salary? _____

Put this worksheet in the folder to be graded, mark your progress sheet and go on to Activity #13.-

To Activity # 13

HUM-1 SELF CHECK-CAPSULE #1

Date_____ Name_____

Teacher_____ Grade_____

Let's see how you are doing. Answer the following question:

1. What do we call it when we exchange goods and services and don't pay people any money for them?

_____

2. Read each sentence and then decide whether you would need to pay money for the goods and services, or whether you could barter. Write the word "barter" or "money" in each of the blanks.

_____A. Nancy makes her sister's bed and her sister does the dishes for Nancy.

_____B. Mom came home with several sacks of groceries from Steve's Market.

_____C. Dad is flying to New York on the 2:00 P.M. Flight.

_____D. Johnny raked leaves while Dad fixed Johnny's bike.

_____E. Joe gave Sam 8 baseball cards and Sam gave Joe hi favorite yoyo.

3. Think of what the company is most famour for doing or making. Use "goods" or "services" to fill in the blanks.

_____	U.S. Navy	_____	Sears
_____	TWA	_____	K.C. Chiefs
_____	YMCA	_____	Adidas

4. Could any of the above provide both a good and a service?

_____ Why? _____

5. What is the difference in paying money and bartering?

_____

_____

_____

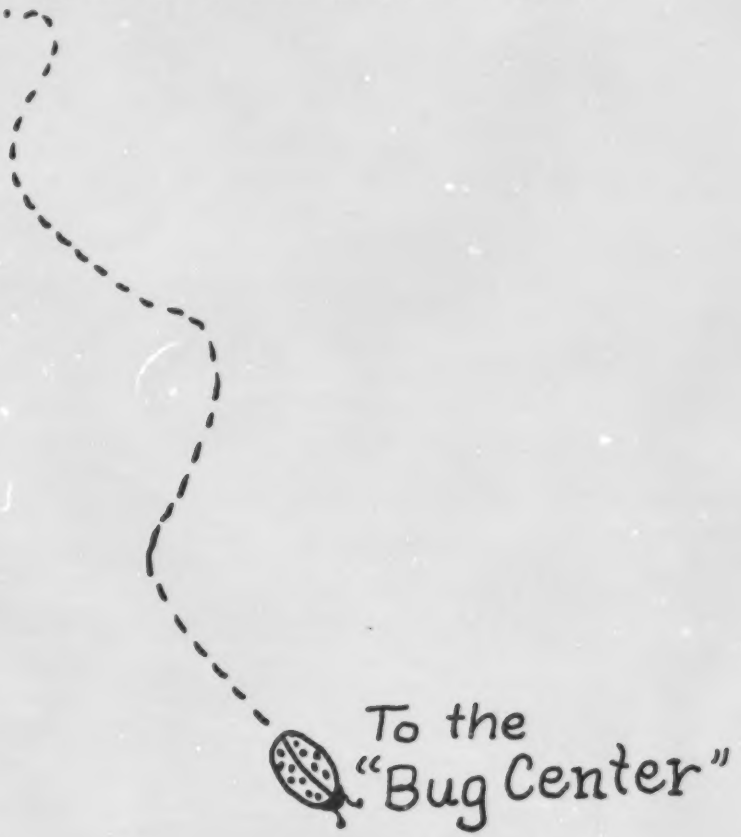
6. What is a necessity? _____

_____

7. What is a luxury? _____

_____

Take your Self Check to the "Bug Center" and grade it using the Key marked Self Check #1. Take it to your teacher. If she says "OK", then you're ready for your Posttest #1. File this paper in your folder, mark your progress sheet, and get your copy of Posttest #1.



HUM-2 SELF CHECK-CAPSULE #2

Date_____ Name_____

Teacher_____ Grade_____

I. Draw a picture of four of five ways to advertise goods and services. Write the name of each way on the line under each.

1 _____	2 _____
3 _____	4 _____

II. Match the following: You will not use one of the answers. Place the letter of the correct answer in the blank.

_____1. Goods which are produced.

_____2. Person who uses goods and services.

_____3. To make more of a product.

_____4. How much of a product there is to buy.

_____5. Companies do this to tell people about goods and services they produce.

_____6. How much people want to buy goods and services.

a. Consumer

b. Luxury

c. Increase productivity

d. Demand

e. Supply

f. Advertise

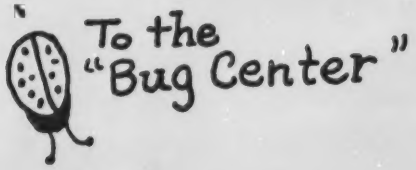
g. Products

III. In questions 7-9, think very hard and fill in the blanks. You must think of the correct answers.

7-8. When _____ is up, the demand will be low. When demand is up, the _____ will be low.

9. This is called the law of _____ and _____.

Take your Self Check to the "Bug Center" and grade it using the Key marked Self Check #2. Take it to your teacher. If she says "OK", then you're ready for your Posttest #2. File this paper in your folder, mark your progress sheet, and get your copy of Posttest #2.



HUM-3 SELF CHECK-CAPSULE #3

Date_____ Name_____

Teacher_____ Grade_____

I. Choose the correct answer to fill in the blanks. Place only the letter of the correct answer in the blank.

_____1. The study of goods and services we need and want and how we get them.

_____2. Dividing up the work.

_____3. Money paid for goods and services.

_____4. Relying on others for goods and services we need and want.

_____5. A job done for a living.

_____6. Each person doing a certain job they are trained to do.

_____7. When you buy something without giving it much thought.

a. Division of Labor
b. Occupation
c. Specialization
d. Goods and Services
e. Economics
f. Salary
g. Interdependence
h. Impulse Buying

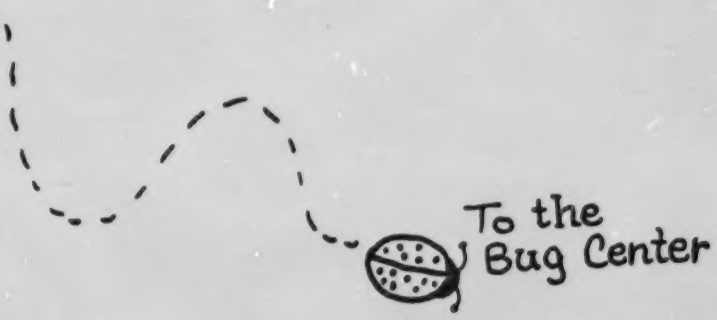
II. Write the word "true" or "false" in the blanks.

_____8. Workers are happier when they specialize.

_____9. Goods and services are done faster when companies use division of labor.

_____10. You are always a producer.

Take your Self Check to the "Bug Center" and grade it using the Key marked Self Check #3. Take it to your teacher. If she says "OK", then you're ready for your Posttest #3. File this paper in your folder, mark your progress sheet, and get your copy of Posttest #3.



HUM-1 PRETEST-CAPSULE #1

Date_____ Name_____

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-8. Write the word in the blank before the number of each question.

_____1. Goods are something you do for other people.

_____2. The local telephone company provides a service for our community.

_____3. Buying a book for $1.00 is an example of bartering.

_____4. You may barter at the grocery store, if you buy at least $10.00 worth of groceries.

_____5. Years ago, many people bartered for the goods and services they needed.

_____6. A necessity is an expensive fruit you buy at the grocery store.

_____7. A luxury is something you would like to have.

_____8. John agreeing to rake leaves for Sam, if Sam painted John's model car is an example of bartering.

Choose the best answer and write the letter of the answer in the blank before each question.

_____9. To provide a service for other people, we must:

a. Join the Navy
b. Clean up our room
c. Attend a school play
d. Do something to help others
e. All of the above

_____10. If you tell someone about a product, you are:

a. Bartering the product
b. Gossiping about someone
c. Creating an awareness of the product
d. Telling on someone
e. All of the above

_____11. When you barter, you:

a. Exchange goods and services
b. Buy a product and give it away
c. Fix a broken toy
d. Exchange a broken toy
e. All of the above

_____12. An example of a service is:

a. Mowing lawns
b. Fixing broken television sets
c. Cleaning houses and apartments
d. Showing professional football games on television
e. All of the above

_____13. An example of a luxury for many of us is:

a. A sack lunch
b. Mowing the grass
c. Notebook paper
d. A fancy 10-speed bicycle
e. All of the above

_____14. Necessities are:

a. Things we dream about having
b. Things we need in order to live
c. Things we only buy on Sunday
d. Things we forgot to buy for a birthday party
e. All of the above

_____15. Luxuries are:

a. Not the same for everyone
b. Different than they were 50 years ago
c. Usually cost more than necessities
d. Are not necessary in order to live
e. All of the above

HUM-2 PRETEST-CAPSULE #2

Date_____ Name_____

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-10.
Write the word in the blank before the number of each question.

_____1. You may be aware of a product because a friend tells you about it.

_____2. A product Pete's Pet Store might sell would be dog collars.

_____3. You can tell a friend about a movie and this would be called bartering.

_____4. Companies create an awareness of goods and services they produce by advertising them.

_____5. Impulse buying is when you take your pulse as you are buying a product.

_____6. Productivity means to buy a product.

_____7. Supply and demand are always the same.

_____8. If a store is out of a product that means the supply was always great.

_____9. Stores all carry the same supply of a product.

_____10. Companies depend on advertising to sell their goods and services.

Choose the best answer and write the letter of the answer in the blank before each question.

_____11. Possible products sold at a shoestore are:

a. Shoes and boots
b. Socks and hose
c. Shoe polish
d. Purses and belts
e. All of the above

_____12. A product which has little demand is:

a. Bubblegum
b. Bread
c. Pink tennis shoes
d. Winter coats
e. All of the above

_____13. You help the demand for a product when you:

a. Buy it
b. Throw it away
c. Talk to it
d. Put it in a drawer
e. All of the above

_____14. Advertising:

a. Creates an awareness of products
b. Increases a demand for a product
c. Is expensive for companies
d. Gets you and me to buy products
e. All of the above

_____15. When gold and silver are very expensive, we say:

a. The supply is very good
b. There is little supply and the price is high
c. The price is not very high
d. Everyone has the money so they buy them
e. All of the above

HUM-3 PRETEST-CAPSULE #3

Date_____ Name_____

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-10.
Write the word in the blank before the number of each question.

_____1. Specialization means you buy only products which are special to you.

_____2. Products needed to make other products are called resources.

_____3. A consumer is a person who uses or buys a product and service.

_____4. Division of labor lets one person do all the work.

_____5. Work is done better and faster when specialization is used.

_____6. When a company wants to produce more, it fires more people.

_____7. Division of labor means you divide a number by six.

_____8. Resources are not necessary to make products.

_____9. By using division of labor, a company provides more jobs.

_____10. Every consumer buys the same products.

Choose the best answer and write the letter of the answer in the blank before each question.

_____11. A doctor should receive a higher salary than a babysitter because:

a. He's taller
b. He's more trained
c. He eats more
d. He has children
e. All of the above

_____12. Doing certain work is called:

a. Productivity
b. Consumer
c. Specialization
d. Luxury
e. All of the above

_____13. Each person in the United States is a:

a. Producer
b. Demand
c. Consumer
d. Supply
e. All of the above

_____14. A person who goes to college or gets a great deal of training:

a. Should get a higher salary
b. Is specialized
c. Is happier when he uses his training
d. Helps provide the goods and services we use
e. All of the above

_____15. When supply is great:

a. The demand will be high
b. The demand will be low
c. The demand will never change
d. The demand is great too
e. All of the above

HUM-1 POSTTEST-CAPSULE #1

Date_____ Name_____

Teacher_____ Grade_____

I. Matching-choose the correct answer. There will be one answer you will not use. Place the letter of the correct answer in the blank.

_____1. Exchanging goods and services

_____2. Something we would like to have

_____3. Something we do for other people

_____4. Something we need in order to live

_____5. Something we use so we buy it

A. Service	D. Luxury
B. Necessity	E. Goods
C. Bartering	F. Produce

II. True or False. Write out the word "true" or "false" for questions 6-12. Write the word in the blank before the number of each question.

_____6. A service is something you serve people to eat.

_____7. Going to the local movie theater is an example of bartering.

_____8. During the "Pioneer Days", many people bartered for goods and services they needed.

_____9. When you buy a package of gum which has baseball cards in it, you can barter with the store.

_____10. An example of a luxury for most people is a trip around the world.

_____11. A necessity is something which comes once a year.

_____12. Today, many people barter for the goods and services they want.

GO ON TO THE NEXT PAGE

III. Multiple Choice. Choose the best answer and write the letter of the answer in the blank before each question.

_____13. Laurie babysat for her neighbor's cat over the weekend. The neighbor made Laurie a batch of her favorite cookies in exchange. This is an example of:

a. Bartering
b. Goods
c. Service
d. Luxury
e. All of the above

_____14. Certain goods and services which we need in order to live are called:

a. Luxuries
b. Necessities
c. Bartering
d. Resources
e. All of the above

_____15. When you tell a friend about a new toy you just bought, you are:

a. Advertising the toy
b. Creating an awareness of the toy
c. Creating a demand for the toy
d. Saying the toy is a good one
e. All of the above

HUM-2 POSTTEST-CAPSULE #2

Date_____ Name_____

Teacher_____ Grade_____

Write out the word "true" or "false" for questions 1-6.
Write the word in the blank before the number of each question.

_____1. You are aware of a product by watching TV.

_____2. A possible product a local plastics company might make are plastic bottles for shampoo.

_____3. It is possible to advertise a product when you tell a friend about it.

_____4. There are only two ways to advertise a product.

_____5. Impulse buying is when you buy something without giving it much thought.

_____6. Television gives free commercials for every company.

Choose the best answer and write the letter of the answer in the blank before each question.

_____7. Productivity means:

a. Buying products
b. Selling products
c. How much of a product a company is producing
d. Products sitting on a shelf
e. All of the above

_____8. Stores sell:

a. Some of the same products
b. Not the same amount of products
c. And carry different products
d. And specialize in some products
e. All of the above

_____9. Demand for a product depends upon:

a. How much of it there is to buy
b. How many people make it
c. How much people want to buy it
d. How many people are buying it
e. All of the above

_____10. TV, radio, newspapers, word of mouth are all ways to:

a. Read
b. Play
c. Spend money
d. Advertise
e. All of the above

Choose the correct answer. There will be one answer you will not use. Place the letter of the correct answer in the blank.

_____11. Companies use it to tell about goods and services.

_____12. How much people want to buy products.

_____13. How much of a good is ready for people to buy.

_____14. How much of a product is being made.

_____15. Things which make our lives more comfortable.

A. Supply
B. Advertising
C. Productivity
D. Goods and Services
E. Demand
F. Luxury

HUM-3 POSTTEST-CAPSULE #3

Date_____ Name_____

Teacher_____ Grade_____

Choose the best answer and write the letter of the answer in the blank before each question.

_____1. If a company increases productivity, it will:

a. Make more of a product
b. Sell more of a product
c. Need more people to make the product
d. Give more jobs to the community
e. All of the above

_____2. Specialization means:

a. Being treated nicely
b. Doing a certain job
c. Selling any product
d. Working with two people
e. All of the above

_____3. When you buy goods and services, you are a:

a. Producer
b. Specialist
c. Consumer
d. Supplier
e. All of the above

_____4. A product used to make another product is called:

a. Producer
b. Consumer
c. Commercial
d. Resource
e. All of the above

_____5. When a company uses division of labor, it:

a. Divides a number
b. Divides the work
c. Divides the cost
d. Divides the profit
e. All of the above

Write out the word "true" or "false" for questions 6-15.
Write the word in the blank before the number of each question.

_____6. Specialization means doing only one job and doing a job you do well.

_____7. Resources are needed before products can be made.

_____8. When you buy goods and services, you are a producer.

_____9. Consumers are people who buy goods and services.

_____10. When companies specialize and use division of labor, there is more productivity.

_____11. More training helps a person specialize.

_____12. Different people buy different products.

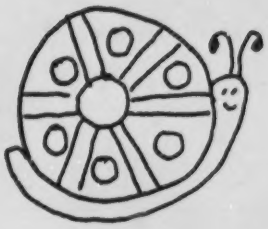
_____13. The more specialized you become, the more training you've had.

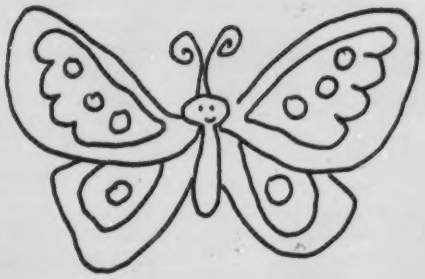
_____14. Higher salaries should be given to people who have more training if they do their job well.

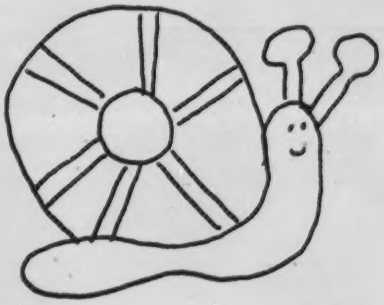
_____15. Supply and demand for a product never changes.

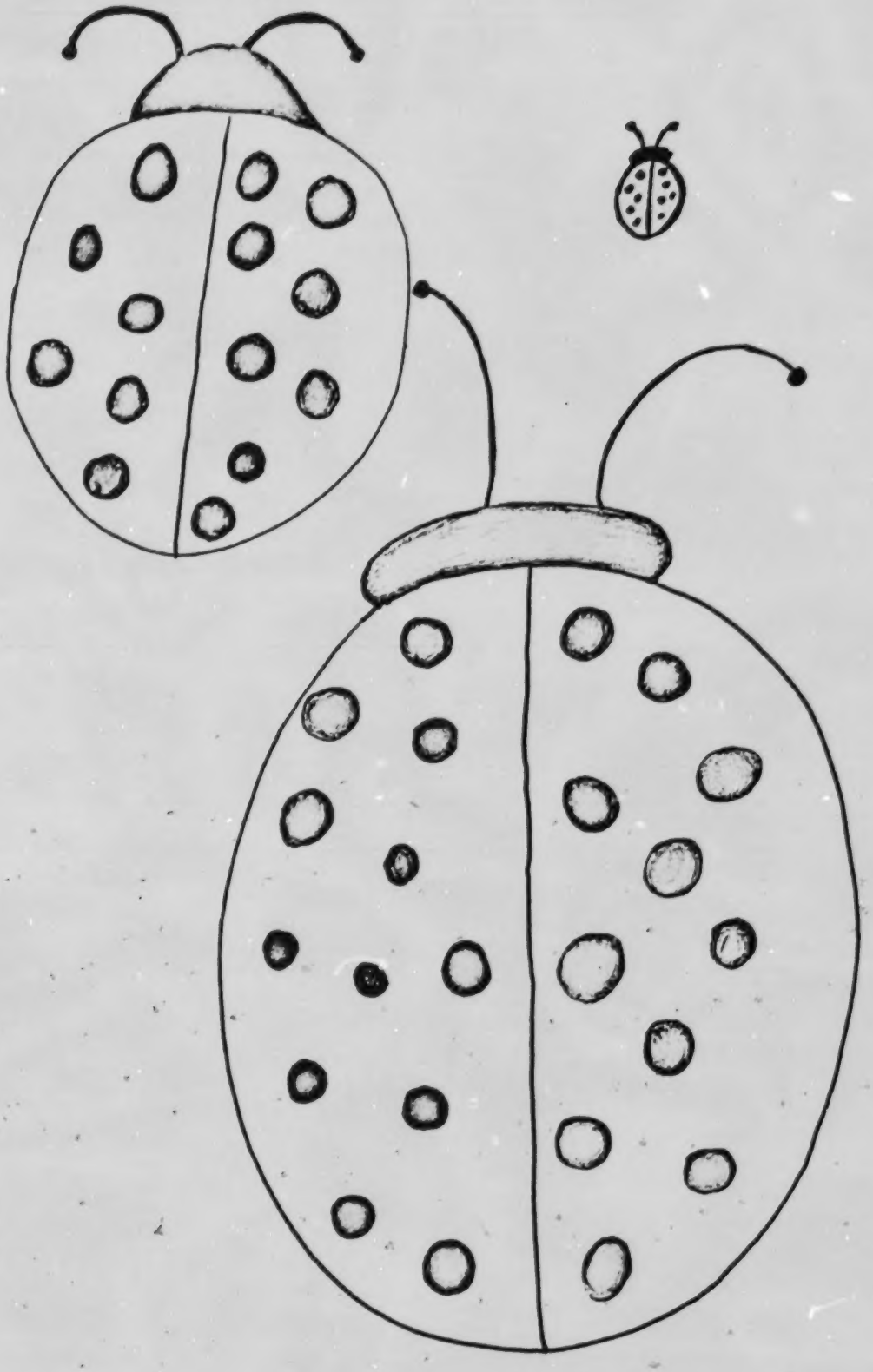
Activity Sheet Patterns

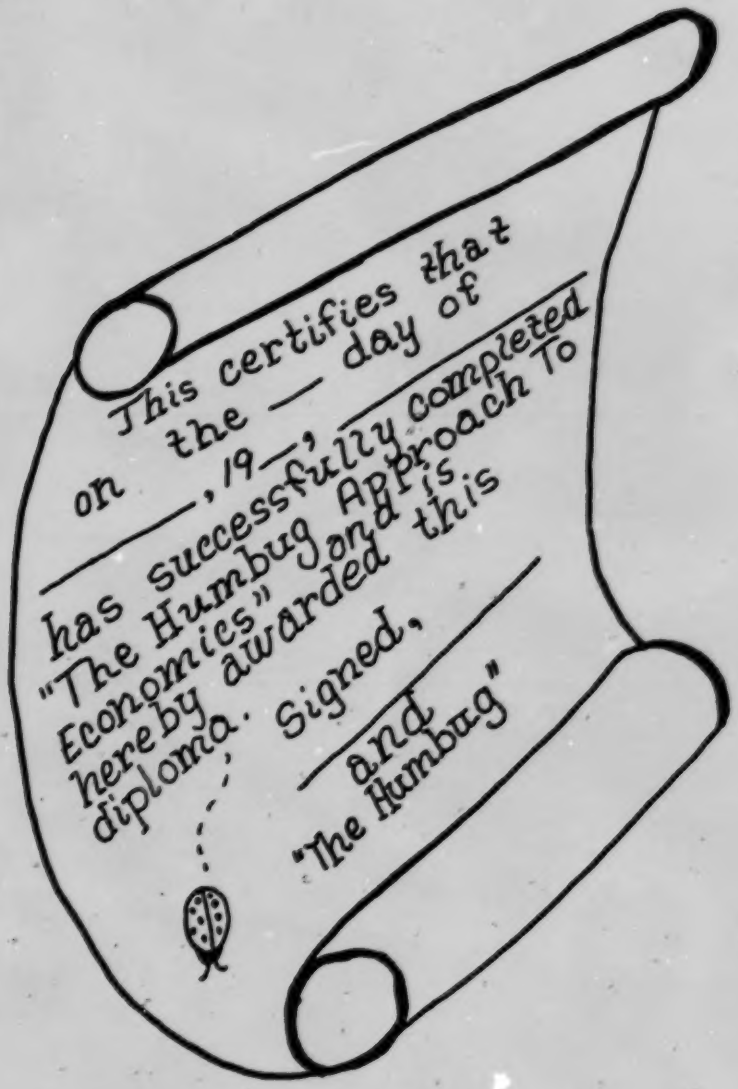
You do not need these for the capsules, as they are written. You only need these patterns, if you wish to create your own activity sheets or for designs around the "Bug Center."







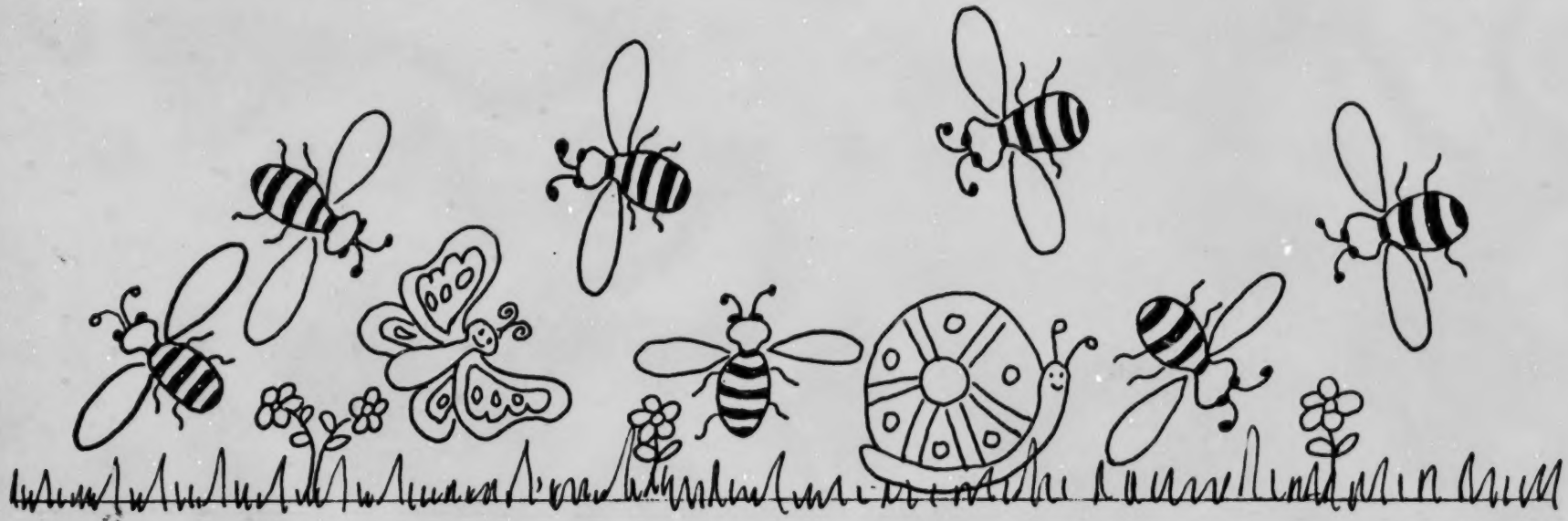



This certifies that
on the — day of
—, 19—, —— has successfully completed
"The Humbug Approach To
Economics" and is
hereby awarded this
diploma. Signed,
—— and
"The Humbug"

HUM-1 STUDENT PROGRESS SHEET

Date Started_____ Name_____

Date Completed_____



Pretest-Capsule #1-R

Activity #1-R

Activity #2-RC

Activity #3-R

Activity #4-R

Activity #5-O

Glossary-Capsule #1-R

Self-Check-Capsule #1-R

Posttest-Capsule #1-R

HUM-2 STUDENT PROGRESS SHEET

Date Started_____ Name_____

Date Completed_____

- Pretest-Capsule #2-R
- Activity #6-R
- Activity #7-R
- Activity #8-O
- Activity #9-R
- Activity #10-R
- Glossary-Capsule #2-R
- Self-Check-Capsule #2-R
- Posttest-Capsule #2-R

HUM-3 STUDENT PROGRESS SHEET

Date Started_____ Name_____

Date Completed_____

Pretest-Capsule #3-R

Activity #11-R

Activity #12-R

Activity #13-R

Glossary-Capsule #3-R

Activity #14-R

Self-Check-Capsule #3-R

Posttest-Capsule #3-R

Quest-O

TEACHER'S RECORD

STUDENT'S NAME _____

DATE STARTED _____

DATE DUE _____

PRETEST SCORE #1_____ #2_____ #3_____

POSTTEST SCORE #1 _____ #2_____ #3_____

CAPSULE 1

ACTIVITY	COMPLETED	DATE IN	COMMENTS
Pretest #1	☐	_____	_____
1R-Worksheet #1	☐	_____	_____
2R-Activity	☐	_____	_____
3RC-Activity	A☐ B☐	_____	_____
4R-Worksheet #2	☐	_____	_____
5O-Activity	☐	_____	_____
Glossary	☐	_____	_____
Self Check #1	☐	_____	_____
Posttest #1	☐	_____	_____

CAPSULE 2

Pretest #2	☐	_____	_____
6R-Worksheet #3	☐	_____	_____
7R-Worksheet #4	☐	_____	_____
8R-Activity	☐	_____	_____
9R-Worksheet #5	☐	_____	_____
10R-Worksheet #6	☐	_____	_____
Glossary	☐	_____	_____
Self Check #2	☐	_____	_____
Posttest #2	☐	_____	_____

CAPSULE 3

ACTIVITY	COMPLETED	DATE IN	COMMENTS
Pretest #3	☐	_____	_____
11R-Worksheet #7	☐	_____	_____
12R-Worksheet #8	☐	_____	_____
13R-Worksheet #9	☐	_____	_____
Glossary	☐	_____	_____
14R-Activity for Glossary	☐	_____	_____
Self Check #3	☐	_____	_____
Posttest #3	☐	_____	_____

EVALUATION SHEET

EVALUATION OF PROGRESS:

STUDENT'S NAME _____

DATE COMPLETED _____

EXCELLENT	GOOD	FAIR	POOR	ACTIVITIES
☐	☐	☐	☐	1
☐	☐	☐	☐	2
☐	☐	☐	☐	3
☐	☐	☐	☐	4
☐	☐	☐	☐	5
☐	☐	☐	☐	6
☐	☐	☐	☐	7
☐	☐	☐	☐	8
☐	☐	☐	☐	9
☐	☐	☐	☐	10
☐	☐	☐	☐	11
☐	☐	☐	☐	12
☐	☐	☐	☐	13
☐	☐	☐	☐	14
				Self Check
☐	☐	☐	☐	1
☐	☐	☐	☐	2
☐	☐	☐	☐	3
				Glossary
☐	☐	☐	☐	1
☐	☐	☐	☐	2
☐	☐	☐	☐	3

EXCELLENT	GOOD	FAIR	POOR	ACTIVITIES
☐	☐	☐	☐	Quality
☐	☐	☐	☐	Work Habits
☐	☐	☐	☐	Deadline Met

OVERALL COMMENTS: _____

_____

_____

CAPSULE GRADE #1 ☐ #2 ☐ #3 ☐ OVERALL ☐

SUGAR COOKIE RECIPE

3 Cups flour
2 teaspoons baking powder
1/8 teaspoon soda
1/2 teaspoon salt
} Sift

1 Cup shortning — Cut in

2 eggs (beaten)
1 teaspoon vanilla
4 tablespoons milk
} Add to dry ingredients

Chill dough, roll out on floured board. Dip cooker cutter in flour and cut out cookies. Bake for 10 minutes at 375° F. When cookies are cool you may ice them.

ICING

1 box powdered sugar
1 stick margarine
} Cream 1/2 box with margarine

1 egg — Add egg

1 pinch salt
1 Tablespoon vanilla
the other half box of powdered sugar. Add drops of food coloring
} Add

You're ready to ice! Yummy good, too.

FOR ACTIVITY 8

Date _____

Dear Teacher,

My child, _____,
has my permission to do Activity 8. I understand my child does not actually have to do the summer job, but this activity will act as an organizer if he or she chooses to do so.

_____
Parent Signature

Explanation: This activity starts your child thinking about possible jobs they could do in the summer to earn money. They are to choose one job, advertise, consider people who want it, price to charge, supplies needed, when and where to schedule each person.

"A HUMBUG APPROACH TO ECONOMICS"

DIVISION OF LABOR-SPECIALIZATION

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

CAPSULES #1,2,and 3

STUDENT PACKAGE

TABLE OF CONTENTS

Meet Little Humbug	1
Humming Along - Introduction	2
Remember	3
Before You Begin to Hum	4
Cover Page - Capsule 1	
Primary Idea	5
Secondary Idea and Objectives	6
Now	7
Little Bug Talk #1	8
Activity #1	9
Activity #2	10
Activity #3	11
Activity #4	12
Activity #5	13
Glossary - Capsule #1	14
Self Check #1	15
Posttest #1	16
Cover Page - Capsule 2	
Primary Idea	17
Secondary Idea and Objectives	18
Flashback #1	19
Now	20
Little Bug Talk #2	21
Activity #6	23
Activity #7	24

Activity #8	25
Activity #9	26
Activity #10	27
Glossary - Capsule #2	28
Self Check #2	29
Posttest #2	30
Cover Page - Capsule 3	
Primary Idea	31
Secondary Idea and Objectives	32
Flashback #2	33
Now	34
Little Bug Talk #3	35
Activity #11	37
Activity #12	38
Activity #13	39
Glossary - Capsule #3	40
Activity #14	41
Self Check #3	42
Posttest #3	43
Quest	44
We Did It!	46

HUM-1

MEET LITTLE HUMBUG! 1

Hi there .... glad you're coming along. You are going to read a story about me. They call me "Humbug" because I like to hummm .... and make people happy, too!

You'll meet some of my friends, you'll learn some things, and we're going to have a good time!

Come along with me. Are you ready?

Whenever you see my friend Ladybug, just turn the page. She'll tell you what to do next.

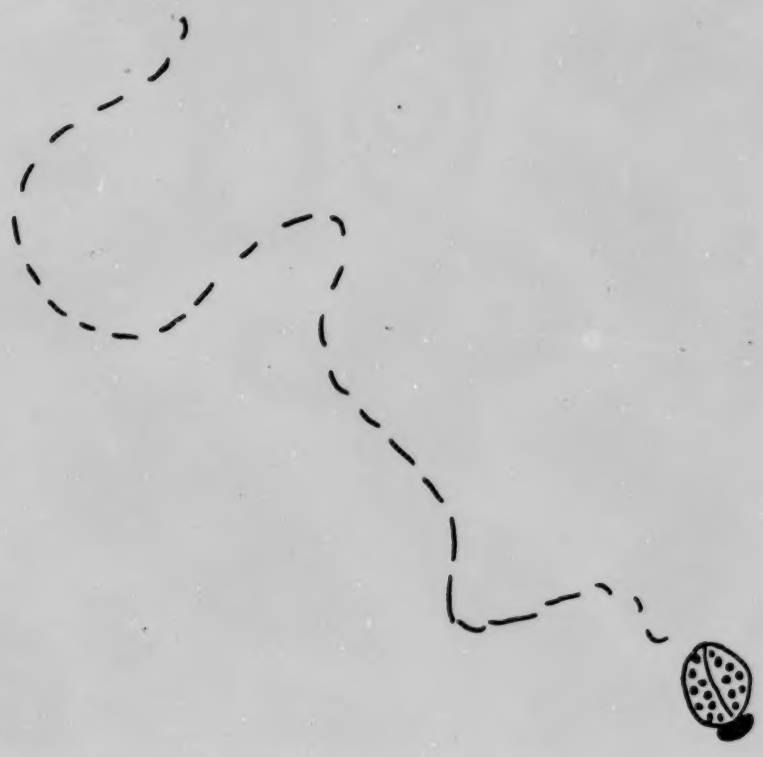
Let's get humming! -

This is a story of a little bug who did a service for the world, and how that service grew and grew into a business.

Today, all of us have wants and needs in order to live. If it weren't for the goods and services of the world which gives us our wants and needs, we'd have to make and do everything for ourselves. Life would be very dull for we would always be busy just making the things we need. We wouldn't have any time to play and relax.

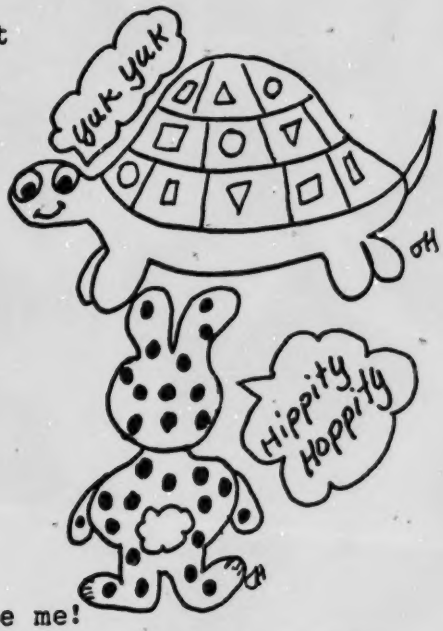
Happily for us, we buy goods and services from other people. We depend on these people for the things we need so we have more free time.

Time to hum ....



Read carefully and follow directions. Any supplies you need will be kept in the "Bug Center". Don't forget to put your name on each activity you do.

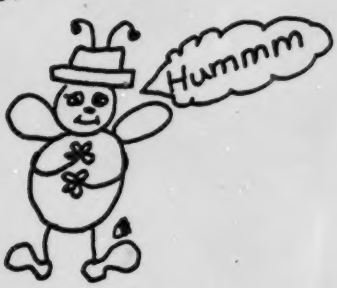
Hum along ....., but



Not too slow

Not too fast

Just hum along like me!



Let's hum

Don't mark in this "Learning Capsule".....

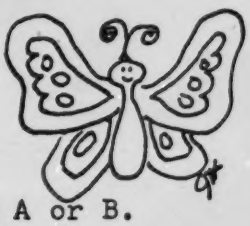
This book is made up of three learning capsules. Each one will teach you different things, but all of them go together. They will show you how "division of labor" and "specialization" enhance our lives.

You will need to know several things before you begin.

Do all required activities that are marked with a

R (They will have you busy as a bee.)

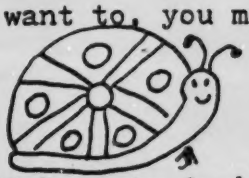
Do any required activity which has a



RC

but you may choose to do either part A or B.

If you want to, you may do any activity which is marked with a



but you don't have to do it. These activities will take a little time, slow you down a little, but you'll enjoy them and learn too.

REMEMBER: put any activity in the "to be graded" folder and then your teacher will put it in your folder. Mark your progress chart as soon as you put an activity in the "to be graded" folder.

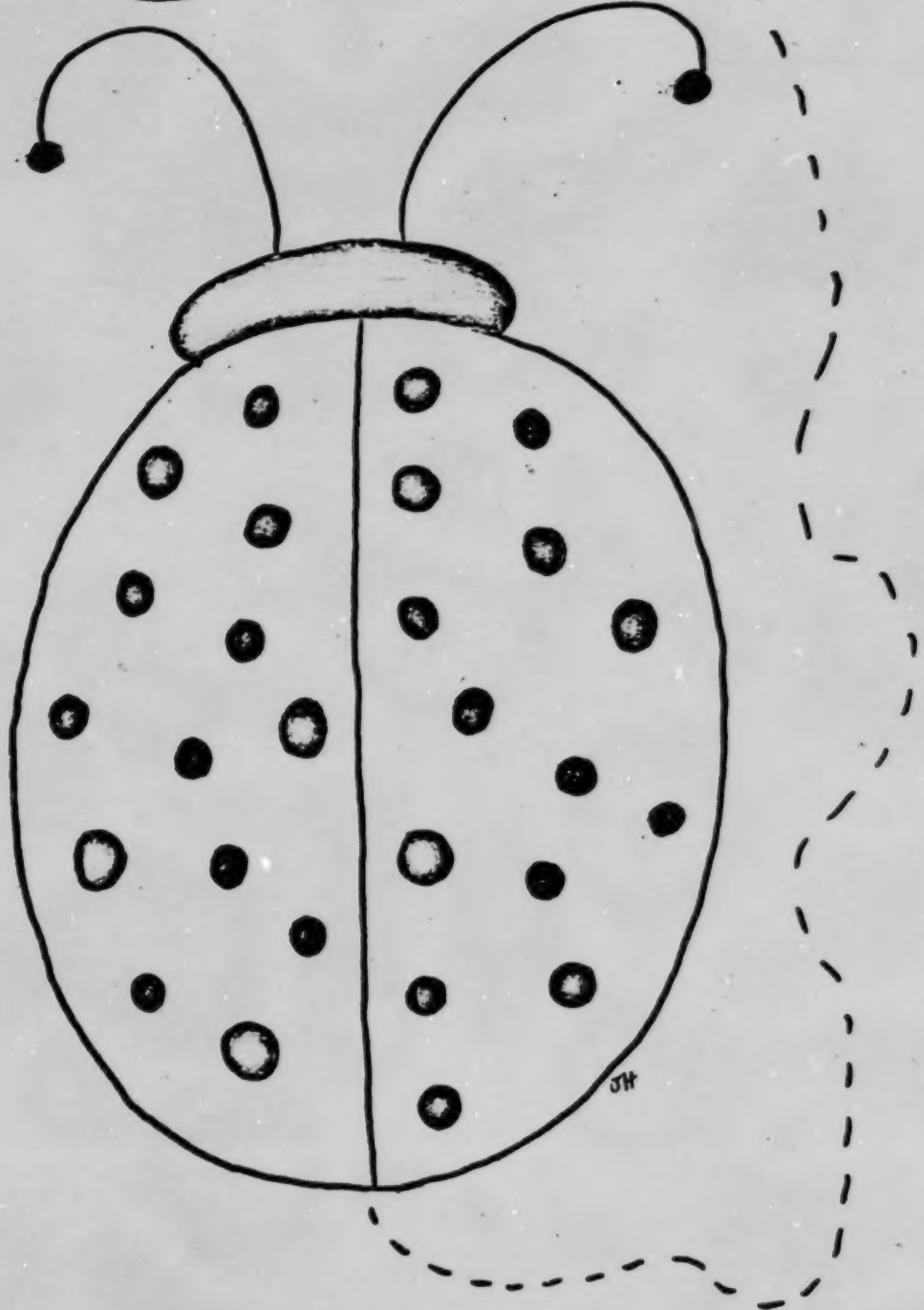
"A HUMBUG APPROACH TO ECONOMICS"

DIVISION OF LABOR-SPECIALIZATION

CAPSULE #1

DIVISION OF LABOR AND SPECIALIZATION ENHANCE OUR LIVES, AS WELL AS INCREASE PRODUCTIVITY.

CAPSULE #1



CAPSULE #1

BARTERING CREATED AN AWARENESS OF GOODS AND SERVICES.

AT THE END OF THIS CAPSULE YOU WILL BE ABLE TO:

Distinguish between goods and services.
Identify goods and services which must be paid for and ones which may be bartered.

Read Section 1 of "A Humbug Approach to Economics".

Then come back to this book and read "A Little Bug Talk #1". You'll find it on page "8"

to the Bug Center

Now you have read Section 1 and know some of the things we are going to talk more about in Capsule #1.

Economics is a big word which means the things we need and want and how we get them. In Capsule #1, we are learning that when people began to trade things they made and did well for other peoples' things, this was called bartering. They never paid for anything--they simply traded what they did for what they needed. Things you make are called goods and things you do are called services. Years ago people bartered for goods and services they needed, but today we pay for what we need and want.

Little "Humbug" had a service to barter for the things he needed. This trading is an example of bartering. "Humbug" was too busy and really didn't know how to make what he needed. We don't know how to make everything we need either, so we depend on others to do it for us, and in return we give them money.

The world didn't know about Humbug's hum until the sheep told everyone. Everyone wanted to have Humbug hum for them. When many people want something, we say there is a demand for it. As long as there was a demand for Humbug's service, then he always had a job, or could produce his service.

Sounds like a lot to hum about so let's take it a little at a time.

Remember when Humbug hummed so beautifully that others wanted him to do it for them? This was a <u>service</u> he did for others.

When the sheep made Humbug a fine coat out of wool, this was a <u>good</u>.

The hum was exchanged for the wool coat and this was called <u>bartering</u>.

Goods are things other people make for us.

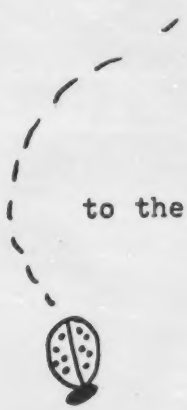
Services are things other people do for us.

Bartering is when people trade or exchange goods and services.

Goods and services we need in order to live are called <u>necessities</u>.

Goods and services which are nice to have, but are not necessary in order to live, are called <u>luxuries</u>.

Go to the "Bug Center" and get Worksheet #1.



Choose a light colored sheet of construction paper. Take a ruler and black marker. Make a straight line down the center of the paper. Use the lettering guides or your neatest handwriting to write goods on the right and services on the left. Write them at the top of the paper like this:

Services	Goods

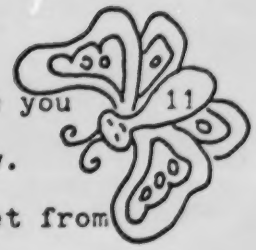
Use the magazines in the "Bug Center" to cut out pictures of different goods and services. Glue the pictures under the correct title, either goods or services.

If you found any goods or services which are a luxury, glue a star beside it.

When you finish this activity and the glue is dry, put it in the "to be graded" folder. Don't forget to put your name on it and mark your progress sheet!

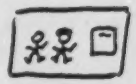
You're humming fine to Activity #3 –

ACTIVITY #3-RC



Read A and B, then choose one of them to show me you are understanding and are able to apply what you know.

A. Choose one occupation, or job, and design a puppet from a lunch sack, yarn, scraps of material, markers and glue. All of these supplies are on the activity table. Write a paragraph about your puppet on a sheet of notebook paper. You should name your puppet, give the occupation, tell whether the occupation deals with a good or a service, and what the normal day is like for this person. Flatten your puppet, as the sack naturally folds, attach your paragraph to the puppet with a paper clip, and put this activity in your folder. Mark Activity #3 on your student activity progress sheet.

B. On a sheet of notebook paper, write a story about two people in two different occupations. Show how they learned about each other, and how they could barter or perform a service for one another. Staple your story on the right side of a large sheet of construction paper, and draw a picture of the two bartering on the left side of the paper. It should look like this:  Put your name on the front side of your notebook paper. Your story should be between 50-100 words. Put this choice in the "to be graded" folder and mark your progress sheet.

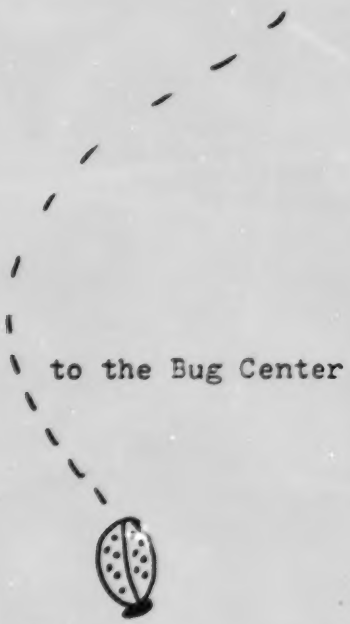
You're humming along in the most super way!!!

Remember that some goods and services are necessities and some are luxuries.

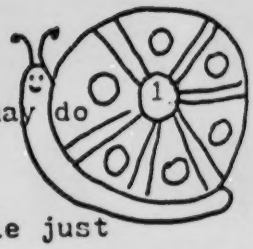
If we don't have to have the goods and services, then they are luxuries. Many times we don't really think of things as luxuries, but many adults can remember not having them when they were children.

You'll enjoy this next activity and have some fun with your family or neighbors.

Go to the Bug Center and get a copy of Worksheet #2.,



ACTIVITY #5-O

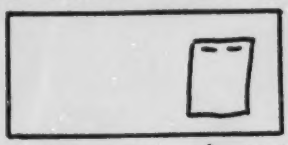


You do not have to do this activity, but you may do it if you wish.

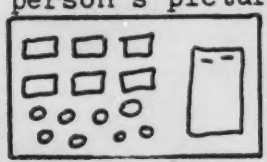
Years ago, bartering was a way of life. People just exchanged something they did well for something someone else did well. Money never changed hands ... goods and services were simply exchanged, or bartered.

Today, there are many ways we pay for the goods and services we want. We don't have to just use money, though. Many people use credit to pay for the things they want and need.

Use the encyclopedia or find a book in our school library. Look up the subject of money. Write a report about 100-200 words long on notebook paper. Your report should tell about the history of money, different kinds, how money has changed. Staple your report on the right hand side of a sheet of construction paper like this:



Draw pictures of different pieces of money we use. Label each bill with the person's picture on the front of the bill like this:



Put this activity in the "to be graded" folder, mark your progress sheet and you're ready to make your glossary.)

Get a sheet of construction paper and fold it like a book. Punch holes so 21 sheets of notebook paper will fit in it. Hook the notebook together with two or three brads from the Bug Center. Title the front cover "Bug Glossary", write your name, and design the cover.

On each page, write a definition in your own words for each of the words below and draw a picture about the word. Each page should look like this:

Word Definition Picture #1	Word Definition Picture #2 and so on.....

Words - Capsule #1

1. goods
2. services
3. bartering
4. necessity
5. luxury
6. awareness

Put this in the "to be graded" folder, mark your progress sheet and you're almost finished with Capsule #1.)

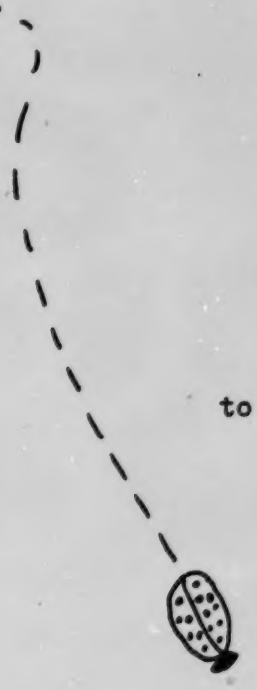
to Self Check #1

SELF CHECK - CAPSULE #1-R

Go to the Bug Center and get Self Check #1. Answer the questions.

When you are finished, take your paper back to the Bug Center. Get the folder marked "Answer Keys - Self Check #1". Check your own paper. Bring the paper up to your teacher.

When your teacher says "okay", then you're ready for your last test over Capsule #1.



You're now ready to show me what you know. Go to the Bug Center and get a copy of Posttest #1 from the folder marked "Posttest #1".

Answer the questions and then bring the posttest up to your teacher.

If your teacher say "okay", mark your progress sheet, put your test in your folder and you're ready for Capsule #2.

IT'S JUST BUGGY!

You're doing super! Time to test!

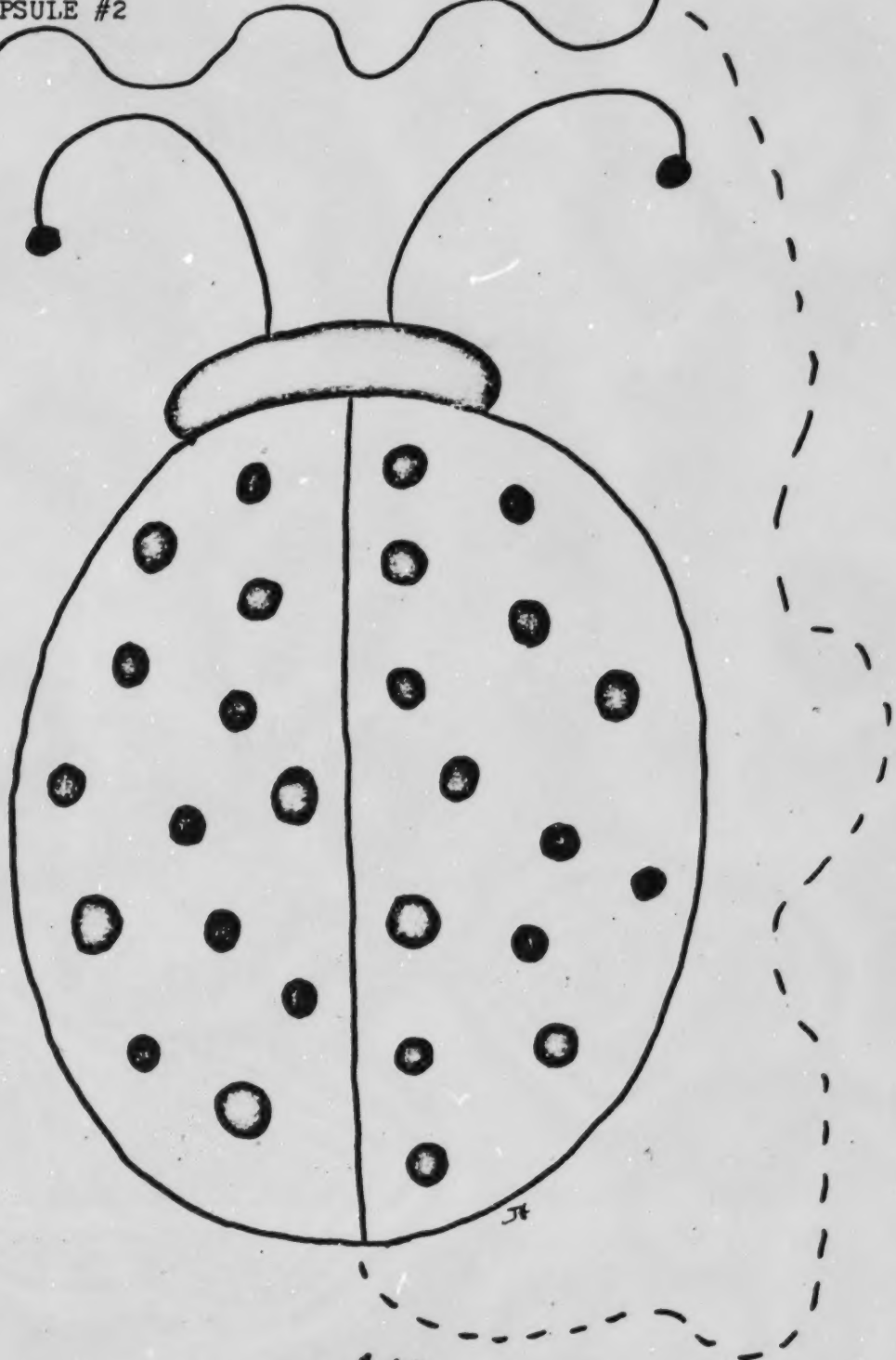
"A HUMBUG APPROACH TO ECONOMICS"

DIVISION OF LABOR-SPECIALIZATION

CAPSULE #2

DIVISION OF LABOR AND SPECIALIZATION ENHANCE OUR LIVES, AS WELL AS INCREASE PRODUCTIVITY.

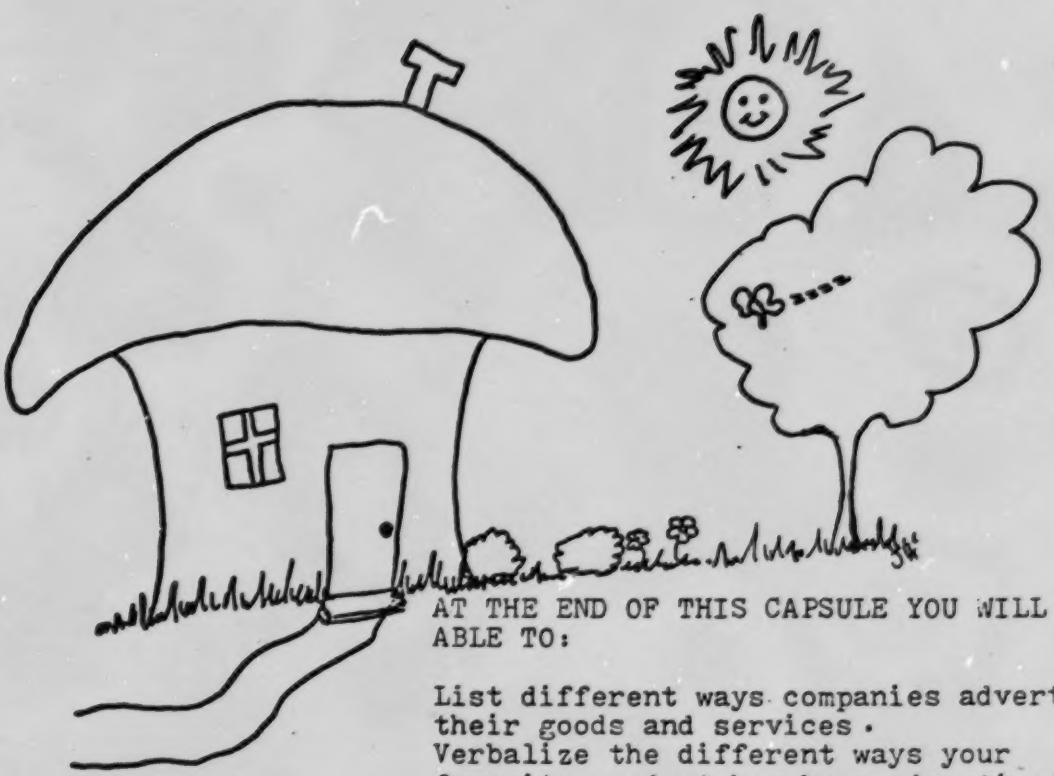
CAPSULE #2



CAPSULE #2
A and B

A. AWARENESS OF GOODS AND SERVICES LEADS TO A DEMAND FOR GOODS AND SERVICES.

B. DEMAND PRODUCES A NEED FOR INCREASED PRODUCTIVITY.

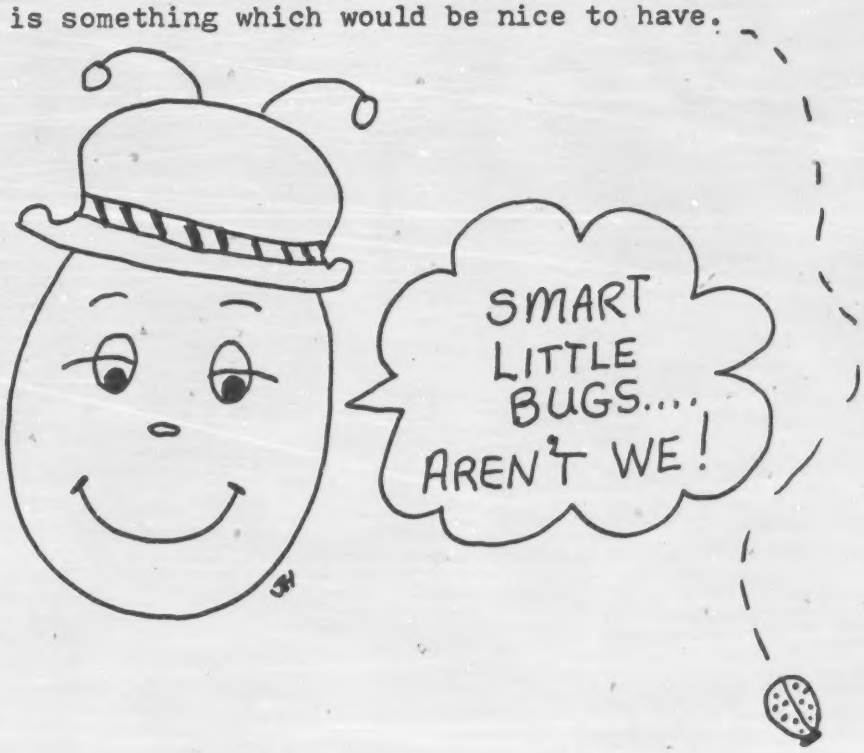


AT THE END OF THIS CAPSULE YOU WILL BE ABLE TO:

List different ways companies advertise their goods and services.
Verbalize the different ways your favorite product has been advertised.
Apply the fact that when you want certain goods and services, you are creating a demand for them.
Analyze the supply and demand theory for a product by the price you pay and how many you see in the stores.

In Capsule #1, Humbug had a service to give to the world when he hummed so beautifully. He traded his service for goods which he needed like a wool coat, honey and dairy products. This was called bartering. When the world wanted his service, there was a demand for it. It was the sheep who told the world about Humbug's service and this is called creating an awareness or advertising.

Can you remember the difference between a necessity and a luxury? Let's see. A necessity is something we need and a luxury is something which would be nice to have.



NOW ....

Read Section #2 of "A Humbug Approach to Economics".

Then come back to this book and read "A Little Bug Talk #2". You'll find it on page ~ "21"

to the Bug Center

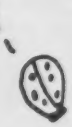
Now you have read Section 2 and know some of the things we are going to talk about in Capsule #2.

Humbug had a service, but never knew how good it was until the sheep told everyone and created an awareness. Many times other people have to tell other people about something we do well by word of mouth. Another name for creating an awareness is advertising.

Many companies rely on word of mouth, but also spend a great deal of money using other ways to advertise the goods and services they make. We're going to talk about these ways to advertise by television, radio, magazines and the newspaper.

Humbug met the love of his life named "Missybug" and soon there were little Humbugs. The little Humbugs helped their daddy give a service to the world and finally there were enough hums, or supply, to make everyone happy. When enough goods and services are in the world, we say supply meets demand. When everyone demanded the wonderful hum, the rest of the Humbug family helped produce, or make, more hums. When a company makes more goods and services, we say they produce more or increase productivity.

When there is a large demand for goods and services, companies may charge the amount of money they want and people will usually pay it. This is called cost. When there is a great supply of goods and services, companies will lower the cost in order to sell it. This is called



the "LAW OF SUPPLY AND DEMAND".

You and I buy goods and services and that makes us consumers. Everyone is a consumer or uses goods and services. We must learn to make good choices when we spend our money, and this will make us wise consumers.

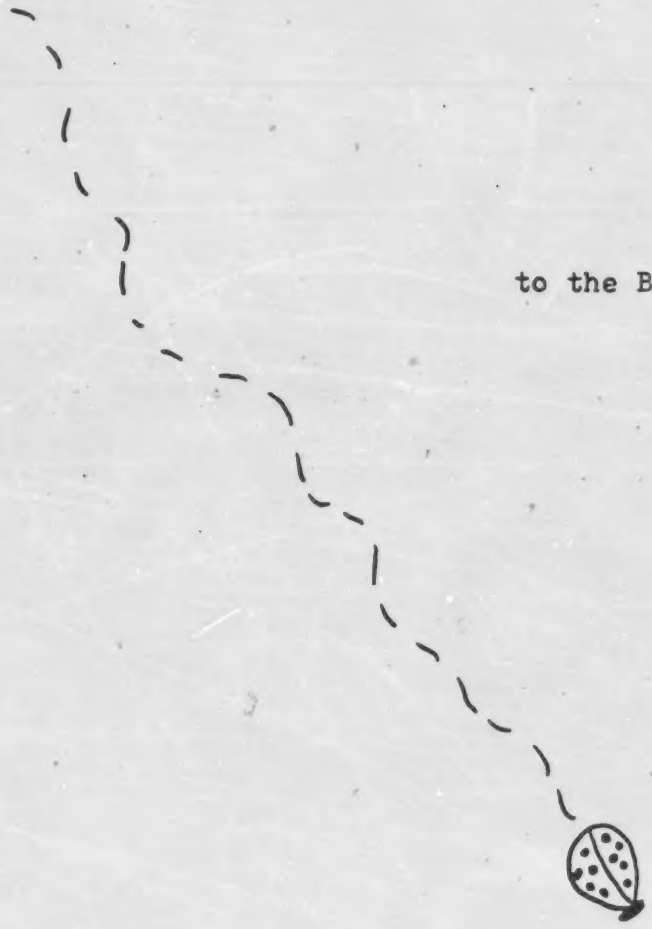
That was a bunch of "BUG TALK". Stop and think a minute. Look back over what you just read. Really think about the words which are underlined.

Here we go ....

Now you're ready to fill out Worksheet #3. Go to the Bug Center and get Worksheet #3 from the folder.

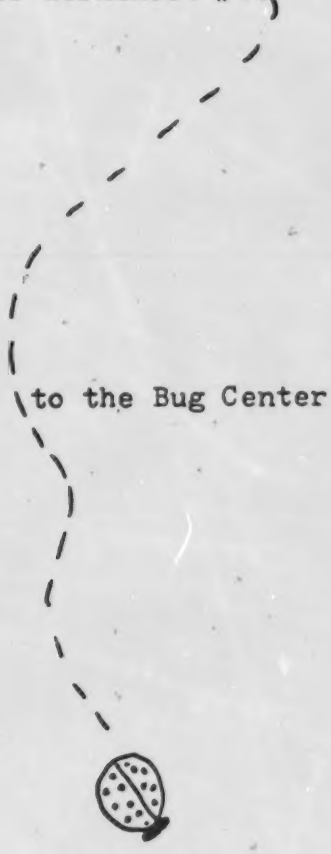
When you finish, you'll put Worksheet #3 in the "to be graded" folder, mark your progress sheet and go on to Activity #7.

to the Bug Center



Now you're going to be an "investigative reporter"!

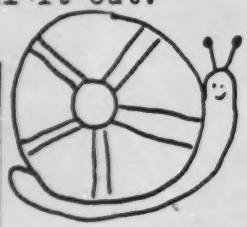
Go to the Bug Center and get a copy of Worksheet #4.



You may do Activity #8 if you want, but you do not have to do it.

Think for a minute and choose a job which you could do to earn money. You will need to have your parents' permission to do this activity. Get a permission slip from the folder marked "Permission Slips", take it to your parents and have them sign the slip if you want to do this activity.

Think about the people who might want your service. On a sheet of notebook paper, copy this form and fill it out.



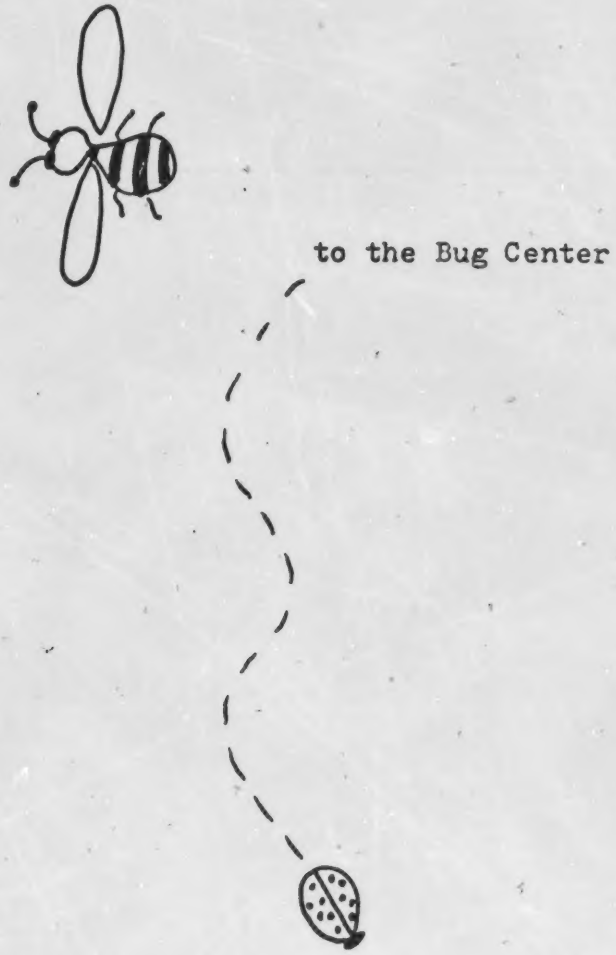
Job _____

Name _____

People who Want It	When (Day and Time)	Amount of Money to Charge
1. 2. 3. 4.		
Supplies Needed: _____		

On a sheet of construction paper, design an advertisement for your service. Color it. Staple the sheet of notebook paper to your advertisement. Put it in the "to be graded" folder and mark your progress sheet. Move on to Activity #9.

Go to the Bug Center and get a copy of Worksheet #5. When you finish, put it in the "to be graded" folder, mark your progress sheet and go on to Activity #10.



Go to the Bug Center and get a copy of Worksheet #6.

to the Bug Center

Get your glossary from your folder and continue your glossary. Use these words from Capsule #2.

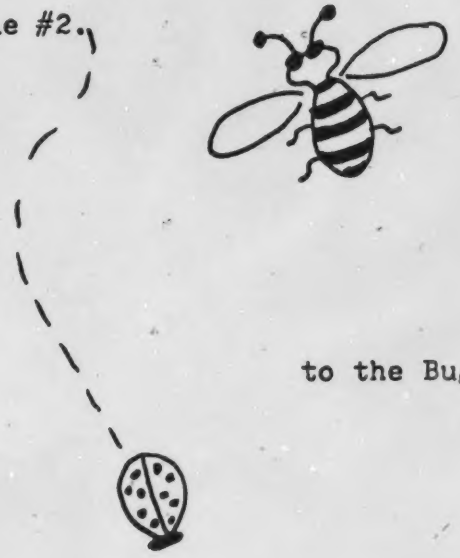
7. consumer
8. product
9. advertise
10. supply
11. demand
12. increase productivity
13. law of supply and demand

Put your glossary booklet in the "to be graded" folder, mark your progress sheet and you're ready for the Self Check on Capsule #2.

Go to the Bug Center and get Self Check #2. Answer the questions.

When you finish, take your paper back to the Bug Center and get the folder marked "Answer Keys - Self Check #2". Check your own paper and bring the Self Check up to your teacher.

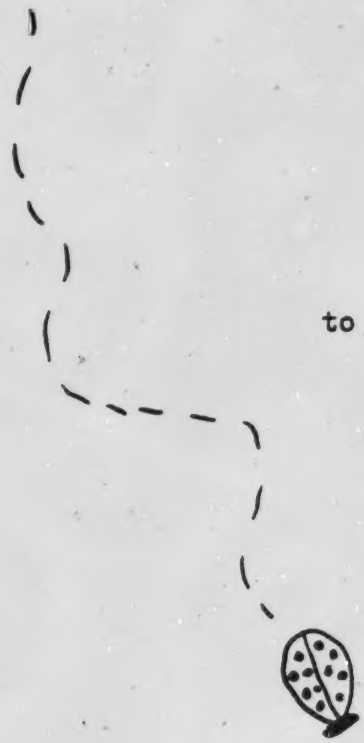
When your teacher says "okay", then you're ready for your last test over Capsule #2.



Now you're ready to show me what you've learned. Go to the Bug Center and get a copy of Posttest #2.

Answer the questions and then bring the Posttest up to your teacher.

If your teacher says "okay", mark your progress sheet, put your test in your folder and you're ready for the last capsule ... Capsule #3. —



to the Bug Center

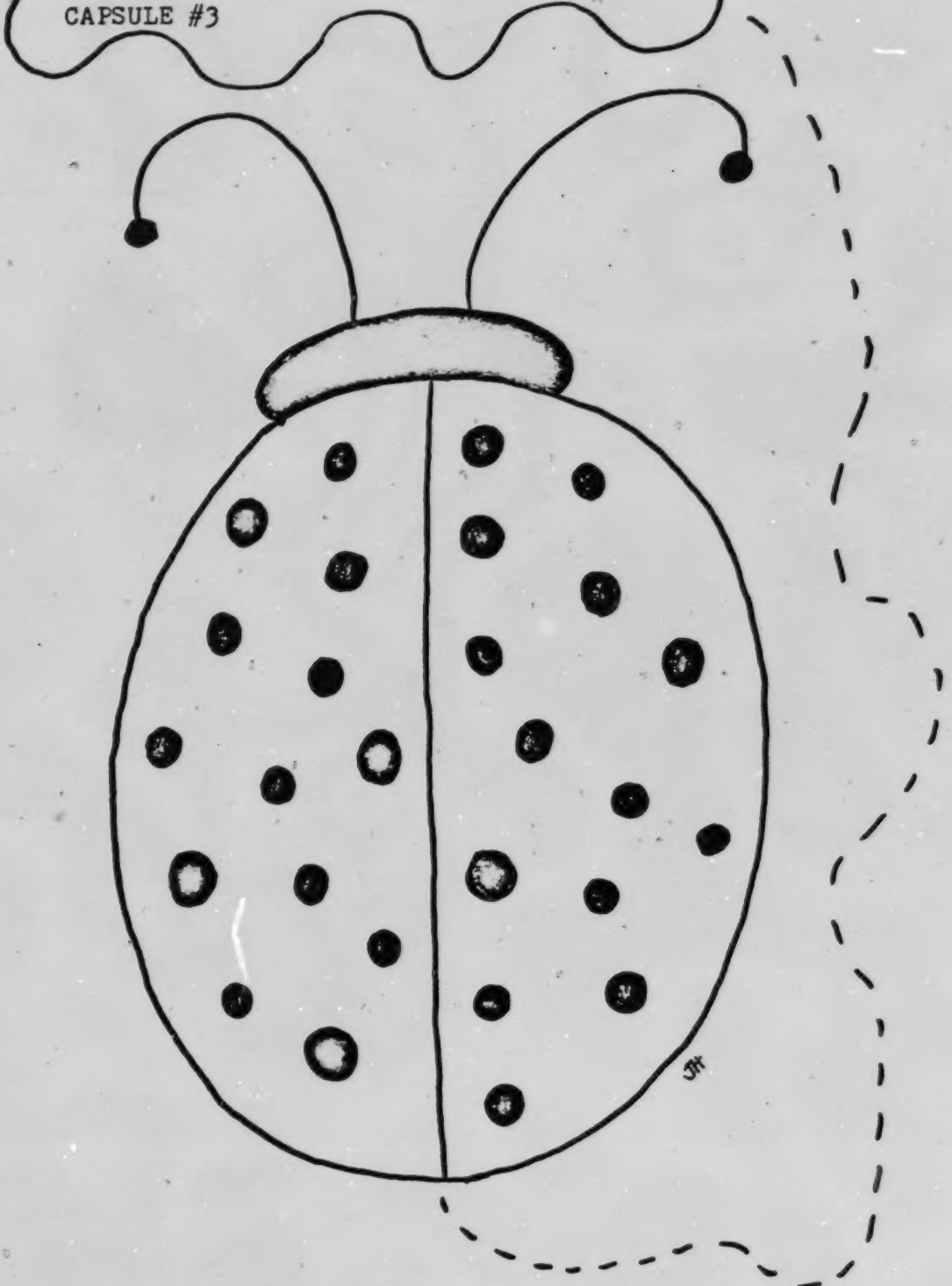
"A HUMBUG APPROACH TO ECONOMICS"

DIVISION OF LABOR-SPECIALIZATION

CAPSULE #3

DIVISION OF LABOR AND SPECIALIZATION ENHANCE OUR LIVES, AS WELL AS INCREASE PRODUCTIVITY.

CAPSULE #3



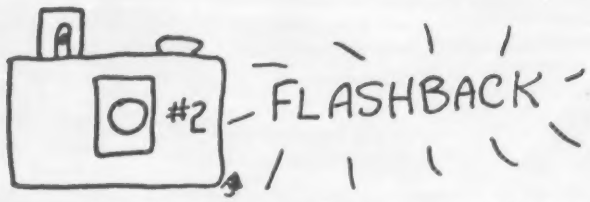
CAPSULE #3

32

INCREASED PRODUCTIVITY LEADS TO SPECIALIZATION AND DIVISION OF LABOR.

AT THE END OF THIS CAPSULE YOU WILL BE ABLE TO:

Predict that when work is divided and people specialize in one job, goods and services will be done better and faster.
Recognize that specialization allows greater happiness in workers when they do what they do best.
Relate yourself buying a product or service to the word "consumer".
Identify jobs which require more training and receive more salary for the goods and services they provide.



In Capsule #2, we saw how companies use TV, radio, newspapers, magazines and word of mouth to advertise their goods and services. When we buy the goods and services, we are called consumers.

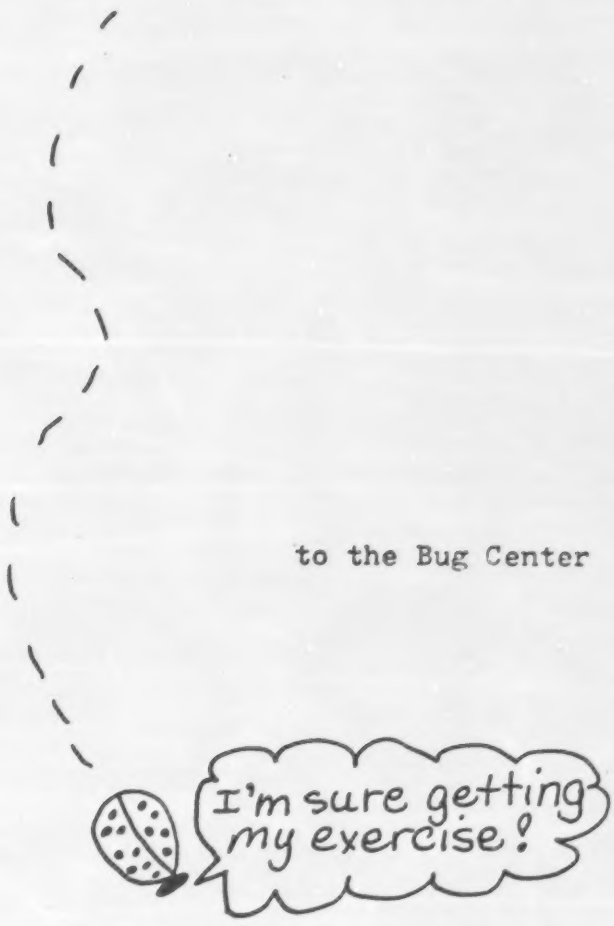
It's important for companies to have just the right supply of their goods and services for the demand for these goods and services. If companies produce more and increase productivity too much, the supply will be too much for the demand.

Running a business is a big job, but we're all glad we have businesses to give us the goods and services we need and want!

HUM-3 NOW ....

Read Section #3 of "A Humbug Approach to Economics". 34

Then come back to this book and read "A Little Bug Talk #3". You'll find it on page "35"



Humbug's business had greatly expanded and his whole family became involved. The time finally came for the Humbug business to specialize. The little Humbugs found out they were happiest when they did only what they did best; this is called specialization. The little bugs simply specialized or did one particular job, yet the whole business still kept going. When all of the Humbugs specialized in what made them happiest, this was called "division of labor", or dividing up the work.

Our country has now become so specialized in our jobs that we are dependent on each other for goods and services. Specialized means trained to do one thing. People do not have the time or talent to do everything for themselves. Relying on one another is called "interdependence". Many jobs are necessary for a country to have this interdependence. We pay for products and services provided by people who specialize in the products and services. All work is honorable, and it takes someone to do each job. We each decide what we can do best, the salary we can get for our skill and education, and use this to earn a living. By receiving pay for our skills, we have money to purchase goods and services which help make our lives more comfortable. Division of labor and specialization does enhance our lives, as well as increase productivity.

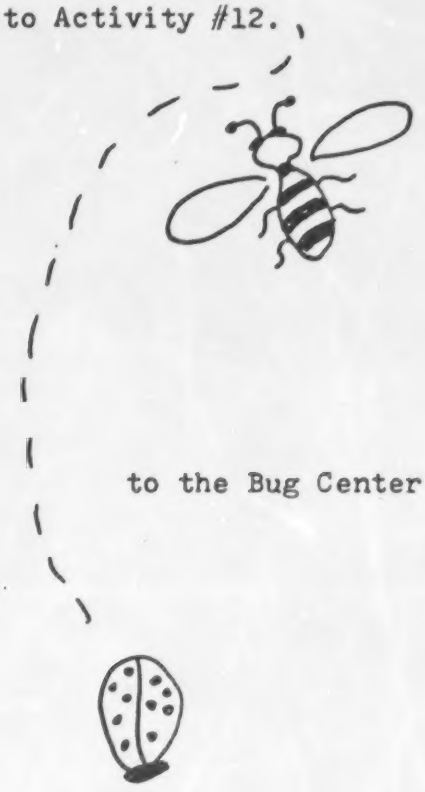
All of this is part of a study you'll learn more about as you grow older called economics. Economics is how we get the goods and services we need and want. We want to be responsible consumers as we cast a vote for each product by buying it. The more you know about the goods and services you buy, the better consumer you'll be.

Away we go for our last activities in our last capsule.

To Activity #11
Turn the page!

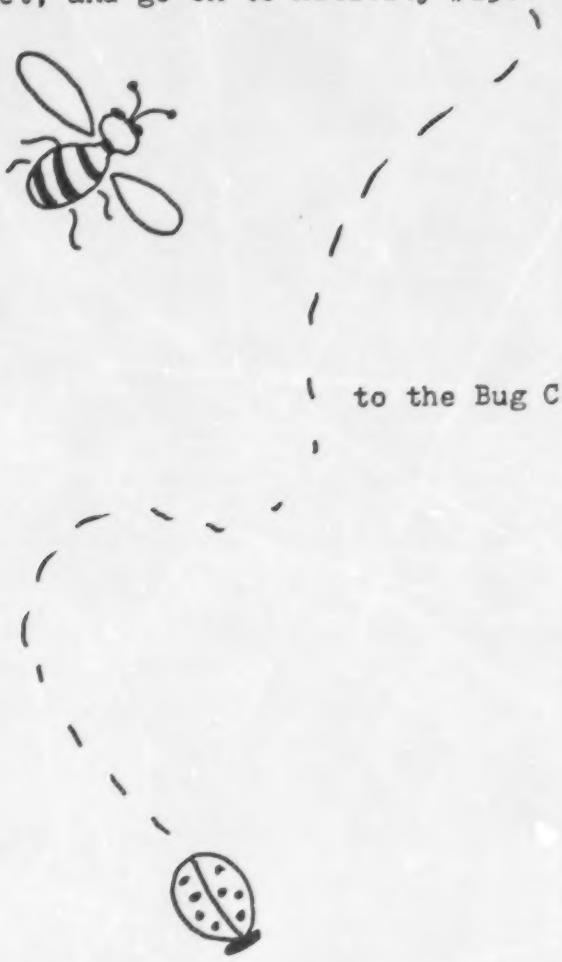
Go to the Bug Center and get a copy of Worksheet #7.

When you finish, put it in the "to be graded" folder, mark your progress sheet, and go on to Activity #12.



Go to the Bug Center and get a copy of Worksheet #8.

When you finish, put it in the "to be graded" folder, mark your progress sheet, and go on to Activity #13.



Go to the Bug Center and get a copy of Worksheet #9 and a copy of the recipe for sugar cookies.

to the Bug Center

Get your glossary from your folder and continue it with the words from Capsule #3.

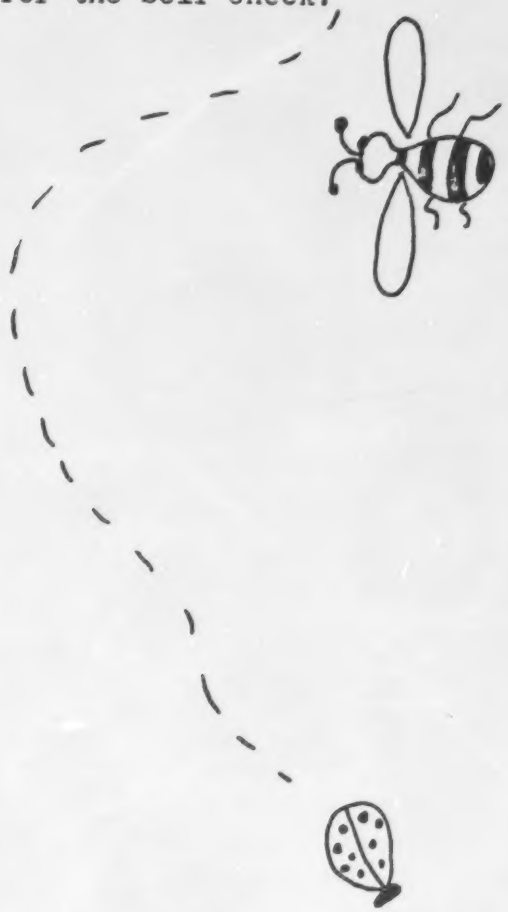
14. impulse buying
15. division of labor
16. specialization
17. interdependence
18. economics
19. occupation
20. salary
21. assembly line

Go on to Activity #14

This is your last activity!

When you finish the glossary, you are to make up a crossword puzzle or a word search using the 21 words from your glossary. Use pencil to do this. We will run off copies for other students. Put your activity on a piece of notebook paper.

When you finish Activity #14, put it and your glossary in the "to be graded" folder, mark your progress sheet, and you're ready for the Self Check.



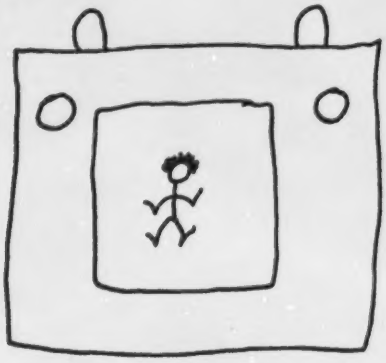
You are now ready to see how much you remember from Capsule #3.

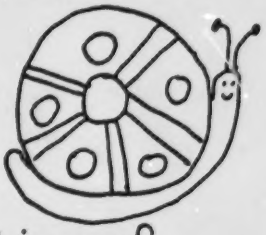
Go to the Bug Center and get a copy of Self Check #3.

You're now ready for your last test called Posttest #3. Get a copy from the Bug Center.

When you finish, take it to your teacher and then .... turn the page!

Get a long strip of butcher paper. Make a TV set out of a cardboard box. Draw a cartoon strip with captions about a character of your own. Poke two holes in the box and run dowl rods through them. Attach butcher paper and roll it as if on a projector. Color.





cut out section of box where your pictures will show.

Your roll of butcher paper should be attached to the wooden rods or sticks by tape. Then you will be able to roll the sticks and that will turn the picture showing on your TV set.

Your cartoon strip should be about a character who has a good or a service to offer people. Your cartoon strip should show how your character advertises the good or service, how it is produced, demand and supply of product or service, how is division of labor used, and what the future looks like for the good or service.

Your cartoon strip may be humorous or serious, but it should show the things you've learned in the three capsules.

Have fun with this activity ... you've earned it! - For more directions ....

turn the page

On notebook paper, write a script showing what each character says on each section of the cartoon strip.

Be careful to measure the screen length so your pictures won't be too large or too small.

When you are finished, choose classmates to read the parts. We will show it in class.

Have your teacher's permission to do this activity. You will need to furnish your own cardboard box and rods, but it will be fun.

You will trade hats if you do activity "quest" or if you don't do it.

WE DID IT. YOUR LAST TRIP
WILL BE TO GET YOUR DIPLOMA
FROM YOUR TEACHER.

CONGRATULATIONS, YOU SMART LITTLE BUG YOU!

turn the page

HUM-3

THE END